

Kommentiertes Vorlesungsverzeichnis

Institut für
Anglistik und Amerikanistik



Wintersemester 2012/2013

www.iaawiki.tu-dortmund.de

www.fachschaft-englisch.de

Institut für Anglistik und Amerikanistik

Einzelheiten zu den Veranstaltungen finden sich in den Anschlägen am
Schwarzen Brett, EF 50,
3. Etage, Foyer, Gebäudeteil B;
zu den amerikanistischen Veranstaltungen finden sich Anschläge in EF 50,
Gebäudeteil D, Erdgeschoss, gegenüber von 0.406

Wintersemester 2012/13

Die Lehrveranstaltungen beginnen am 08.10.2012 und finden, wenn nicht anders angegeben, in der Emil-Figge-Straße 50 statt.

Die Erstsemestereinführung findet statt am 01.10.2012 von 14:00 – 16:00 Uhr im HS 1 in der EF 50.

Bitte auch auf aktuelle Änderungen achten, die unter www.iaawiki.tu-dortmund.de eingesehen werden können!

Englische Sprachwissenschaft

1. STUDIENPHASE

154101	Linguistics I – Kurs A (2 Ü)		
	Mo 10:15 – 11:45	R. 3.208	Jansing
Modulzuordnungen:	LEHРАMTSTUDIENGÄNGE:		
	BA LA: 301		
	MA LA		
	LPO 2003		
	GHR: 2a	SP ₁ .Fach.: 2a	B.A.ALK:
	Gy/Ge: 2a	SP ₂ .Fach.: 2a	B.A.AS: Kern 1c, Komp 1b
	BK: 2a		M.A.ALK:
	LPO 1994/2000:		
	LABG 2009		
	G: 301	HRG: 301	GyGe/BK: 301
			SP: 301

154102	Linguistics I – Kurs B (2 Ü)		
	Mo 14:15 – 15:45	R. 3.208	Fabricius (Reinke)
Modulzuordnungen:	LEHРАMTSTUDIENGÄNGE:		
	BA LA: 301		
	MA LA		
	LPO 2003		
	GHR: 2a	SP ₁ .Fach.: 2a	B.A.ALK:
	Gy/Ge: 2a	SP ₂ .Fach.: 2a	B.A.AS: Kern 1c Komp 1b
	BK: 2a		M.A.ALK:
	LPO 1994/2000:		
	LABG 2009		
	G: 301	HRG: 301	GyGe/BK: 301
			SP: 301

154103	Linguistics I – Kurs C (2 Ü)				
	Do 14:15 – 15:45		R. 3.208	Salzinger	
Modulzu-ordnungen:	LEHРАMTSTUDIENGÄNGE:			Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	BA LA: 301				
	MA LA				
	LPO 2003				
	GHR: 2a	SP ₁ .Fach: 2a	B.A.ALK:		
	Gy/Ge: 2a	SP ₂ .Fach: 2a	B.A.AS: Kern 1c Komp 1b		
	BK: 2a		M.A.ALK:		
	LPO 1994/2000:				
	LABG 2009				
	G: 301	HRG: 301	GyGe/BK: 301	SP: 301	

154104	Linguistics I – Kurs D (2 Ü)				
	Di 14:15 – 15:45		R. 3.208	Peters	
Modulzu-ordnungen:	LEHРАMTSTUDIENGÄNGE:			Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	BA LA: 301				
	MA LA				
	LPO 2003				
	GHR: 2a	SP ₁ .Fach: 2a	B.A.ALK:		
	Gy/Ge: 2a	SP ₂ .Fach: 2a	B.A.AS: Kern 1c Komp 1b		
	BK: 2a		M.A.ALK:		
	LPO 1994/2000:				
	LABG 2009				
	G: 301	HRG: 301	GyGe/BK: 301	SP: 301	

154105	Linguistics I – Kurs E (2 Ü)				
	Mi 12:15 – 13:45		R. 3.206	Schäfer	
Modulzu-ordnungen:	LEHРАMTSTUDIENGÄNGE:			Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	BA LA: 301				
	MA LA				
	LPO 2003				
	GHR: 2a	SP ₁ .Fach: 2a	B.A.ALK:		
	Gy/Ge: 2a	SP ₂ .Fach: 2a	B.A.AS: Kern 1c Komp 1b		
	BK: 2a		M.A.ALK:		
	LPO 1994/2000:				
	LABG 2009				
	G: 301	HRG: 301	GyGe/BK: 301	SP: 301	

154106	Linguistics I – Kurs F (2 Ü)				
	Mi 16:15 – 17:45		R. 3.206	Reinertz	
Modulzu-ordnungen:	LEHРАMTSTUDIENGÄNGE:			Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	BA LA: 301				
	MA LA				
	LPO 2003				
	GHR: 2a	SP ₁ .Fach: 2a	B.A.ALK:		
	Gy/Ge: 2a	SP ₂ .Fach: 2a	B.A.AS: Kern 1c Komp 1b		
	BK: 2a		M.A.ALK:		
	LPO 1994/2000:				
	LABG 2009				
	G: 301	HRG: 301	GyGe/BK: 301	SP: 301	

154107	Linguistics I – Kurs G (2 Ü)				
	Mo 16:15 – 17:45		R. 3.208	Hamblock	
Modulzu-ordnungen:	LEHРАMTSTUDIENGÄNGE:			Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	BA LA: 301 MA LA				
	LPO 2003				
	GHR: 2a	SP ₁ .Fach: 2a	B.A.ALK:		
	Gy/Ge: 2a	SP ₂ .Fach: 2a	B.A.AS: Kern 1c Komp 1b		
	BK: 2a		M.A.ALK:		
	LPO 1994/2000:				
	LABG 2009				
	G: 301	HRG: 301	GyGe/BK: 301	SP: 301	

154108	Linguistics I – Kurs H (2 Ü)				
	Fr 14:15 – 15:45		R. 3.208	Bauernfeind	
Modulzu-ordnungen:	LEHРАMTSTUDIENGÄNGE:			Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	BA LA: 301 MA LA				
	LPO 2003				
	GHR: 2a	SP ₁ .Fach: 2a	B.A.ALK:		
	Gy/Ge: 2a	SP ₂ .Fach: 2a	B.A.AS: Kern 1c Komp 1b		
	BK: 2a		M.A.ALK:		
	LPO 1994/2000:				
	LABG 2009				
	G: 301	HRG: 301	GyGe/BK: 301	SP: 301	

154109	Linguistics I – Kurs I (2 Ü)				
	Fr 16:15 – 17:45		R. 3.208	Bauernfeind	
Modulzu-ordnungen:	LEHРАMTSTUDIENGÄNGE:			Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	BA LA: 301 MA LA				
	LPO 2003				
	GHR: 2a	SP ₁ .Fach: 2a	B.A.ALK:		
	Gy/Ge: 2a	SP ₂ .Fach: 2a	B.A.AS: Kern 1c Komp 1b		
	BK: 2a		M.A.ALK:		
	LPO 1994/2000:				
	LABG 2009				
	G: 301	HRG: 301	GyGe/BK: 301	SP: 301	

154110	Linguistics I – Kurs J (2 Ü)				
	Do 14:15 – 15:45		R. 3.510	Heimeroth	
Modulzu-ordnungen:	LEHРАMTSTUDIENGÄNGE:			Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	BA LA: 301 MA LA				
	LPO 2003				
	GHR: 2a	SP ₁ .Fach: 2a	B.A.ALK:		
	Gy/Ge: 2a	SP ₂ .Fach: 2a	B.A.AS: Kern 1c Komp 1b		
	BK: 2a		M.A.ALK:		
	LPO 1994/2000:				
	LABG 2009				
	G: 301	HRG: 301	GyGe/BK: 301	SP: 301	

154111	Linguistics I – Kurs K (2 Ü)			
	Do 16:15 – 17:45		R. 3.510	Heimeroth
Modulzu-ordnungen:	LEHРАMTSTUDIENGÄNGE:			
	BA LA: 301			
	MA LA:			
	LPO 2003			
	GHR: 2a	SP ₁ .Fach: 2a	B.A.ALK:	
	Gy/Ge: 2a	SP ₂ .Fach: 2a	B.A.AS: Kern 1c Komp 1b	
	BK: 2a		M.A.ALK:	
	LPO 1994/2000:		M.A.AS:	
	LABG 2009			
	G: 301	HRG: 301	GyGe/BK: 301	SP: 301v

Linguistics is the study of both language and languages - that is, the object of study can be human language in general, and an individual language like English, respectively or in conjunction. As every participant in this class will be a competent language user, our conscious or implicit knowledge of language will form a starting point, from which we will depart to the various levels of linguistic description. These will be introduced in a survey spanning two semesters. **Linguistics I** will include :

- phonetics (the study of the sounds of language)
- phonology (the study of the sound system of a language)
- morphology (the formal analysis of words and word forms)
- syntax (the study of sentences and of the rules by which they are formed).

Linguistics II will follow in the summer, and will include:

- semantics (the study of meaning - both of words and sentences)
- pragmatics (the study of utterances and their meaning).

As human language is a means of communication, some non-linguistic (or extralinguistic) circumstances of language use and their influence on language will also be introduced and discussed whenever an opportunity presents itself.

Credits will be awarded on the basis of a "portfolio", which will include:

- a) a mid-term written test on phonetics and phonology;
- b) an end-of-term written test on morphology and syntax;
- c) further written and/or oral contributions in **Linguistics II**.

Each class will be accompanied by a tutorial (one hour per week), if funds are available.

Each class will be supported by an EWS-Workspace (<http://ews.tu-dortmund.de>) for which you should register immediately once you have got a place.

2. STUDIENPHASE

154112	Historical Dimensions of the English Language – Kurs A (2 S)			
	Mi 16:15 – 17:45		R. 3.205	Deck
Modulzu-ordnungen:	LEHРАMTSTUDIENGÄNGE:			
	BA LA: 701			
	MA LA:			
	LPO 2003			
	GHR:	SP ₁ .Fach:	B.A.ALK:	
	Gy/Ge: 4a	SP ₂ .Fach:	B.A.AS: Kern 6bc,7bc Komp 4a	
	BK: 4a		M.A.ALK:	
	LPO 1994/2000:		M.A.AS: 1abc, 2abc	
	LABG 2009			
	G:	HRG:	GyGe/BK: 303	SP:

154113	Historical Dimensions of the English Language – Kurs B (2 S)			
	Do 14:15 – 15:45		R. 3.206	Peters
Modulzu-ordnungen:	LEHРАMTSTUDIENGÄNGE:			
	BA LA: 701			
	MA LA:			
	LPO 2003			
	GHR:	SP ₁ .Fach:	B.A.ALK:	
	Gy/Ge: 4a	SP ₂ .Fach:	B.A.AS: Kern 6bc,7bc Komp 4a	
	BK: 4a		M.A.ALK:	
	LPO 1994/2000:		M.A.AS: 1abc, 2abc	
	LABG 2009			
	G:	HRG:	GyGe/BK: 303	SP:

The earliest English texts date back to around 700 - and their language is extremely different from the

English language as we know it. And even if we consider a text from the end of the 14th century, we will find it more recognizable, but still far from easily readable. Shakespeare's works seem to offer a safe footing - but why are the sisters in Macbeth weird, and why couldn't Shakespeare find correct rhymes, at least some of the time? Then again, Shakespeare's language is markedly different from 14th century English, and even more so from the earliest texts. The explanation to all this lies in the fact that English is a language, and languages are forever subject to change, be it in pronunciation, vocabulary, or syntax. We will outline some of the major changes which have affected the English language over its long history, and which have contributed to its present shape. In the process, we will consider some basics about historical linguistics, i.e. the description and explanation of language change. This will involve the search for causes of linguistic change, which may be found inside language itself, but also in the cultural circumstances in which languages are embedded.

Credits will be given for regular attendance, submitting a series of exercises, and the end-of-term written test. The seminars will be supported by EWS-Workspaces (<http://ews.tu-dortmund.de>) for which you should register immediately once you have got a place in either of these seminars.

Introductory reading and textbook (recommended for purchase): Barber, Charles, Joan C. Beal & Philip A.

Shaw. 2009. *The English Language. A Historical Introduction. 2nd edition*. Cambridge: Cambridge University Press.

154114	Cognitive Linguistics (2 HS)				
	Mo 16:15 – 17:45		R. 0.220	Bücker	
Modulzu-ordnungen:	LEHRAMTSTUDIENGÄNGE:			Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	BA LA: 503, 702, 703 MA LA: 1201, 1202				
	LPO 2003				
	GHR: 5a	SP ₁ .Fach: 5a	B.A.ALK:		
	Gy/Ge: 8a,b	SP ₂ .Fach: 4b	B.A.AS: Kern 7bc, 8c Komp 3c, 4a		
	BK: 8a,b		M.A.ALK:		
	LPO 1994/2000:		M.A.AS: 1a, 2a, 3ab		
	LAGB 2009				
	G: 603	HRG: 603	GyGe/BK: 603	SP:	

The label "Cognitive Linguistics" has been given to an approach to the study of language that began in the 1970s and has become more and more fruitful since the 1980s. Most of the research has focused on semantics, but morphology and syntax also figure significantly, plus other linguistic areas like language acquisition, phonology, and historical linguistics.

There are three major hypotheses which guide the cognitive approach to language (Croft, Cruse 2004: 1):

- language is not an autonomous cognitive faculty, but depends on and is embedded in our general cognitive faculties;
- grammar is conceptualization, i.e. linguistic structures are closely connected to our non-linguistic concepts of the world; for instance, syntactic functions like subject and objects mirror the participants in an event that we witness.
- knowledge of language emerges from language use; in effect, this means that we are not genetically equipped with an abstract and universal grammar which only needs input from the language which we are exposed to as children, but that the language acquisition process is closely connected to pairings of non-linguistic situations with linguistic expressions which we encounter at an early age.

In this seminar, we will focus on different topics related to the domain of cognitive linguistics, such as the study of metaphor and metonymy, "prototypical" meanings and their extensions, and the cognitive approaches to grammar. On the basis of the theoretical framework, we will also look at the impact of cognitive linguistics on EFL teaching.

Reading materials as well as requirements for credits will be announced in the first meeting. The seminar will be supported by an EWS-Workspace (<http://www.ews.tu-dortmund.de>) for which you should register immediately if you get a place in this seminar.

154115	Semantics (2 HS)				
	Do 10:15 – 11:45		R. 3.205	Peters	
Modulzu-ordnungen:	LEHRAMTSTUDIENGÄNGE:			Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	BA LA: 503, 702, 703 MA LA: 1201, 1202				
	LPO 2003				
	GHR: 5a	SP ₁ .Fach: 5a	B.A.ALK:		
	Gy/Ge: 8a,b	SP ₂ .Fach: 4b	B.A.AS: Kern 7bc, 8c Komp 4a		
	BK: 8a,b		M.A.ALK:		
	LPO 1994/2000:		M.A.AS: 1ab, 2ab, 3ab		
	LAGB 2009				
	G: 603	HRG: 603	GyGe/BK: 603	SP:	

154116	Semantics (2 HS)				
	Di 10:15 – 11:45	R. 3.206	Peters		
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:			Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	BA LA: 503, 702, 703 MA LA: 1201, 1202				
	LPO 2003				
	GHR: 5a	SP ₁ .Fach: 5a	B.A.ALK:		
	Gy/Ge: 8a,b	SP ₂ .Fach: 4b	B.A.AS: Kern 7bc, 8c Komp 4a		
	BK: 8a,b		M.A.ALK:		
	LPO 1994/2000: LABG 2009		M.A.AS: 1ab, 2ab, 3ab		
	G:	HRG:	GyGe/BK:	SP:	

Building on the basic knowledge and skills acquired in the introductory classes, this seminar will take further the study of semantics, with a focus on words and their meaning. The theoretical framework will be provided by Cognitive Semantics, implying the basic tenets that:

- (a) the sense(s) of a word will rely on its usage;
- (b) words are points of access to knowledge;
- (c) different senses of a word are conceptually related.

We will consider topics like:

- (a) the representation of lexemes in dictionaries;
- (b) the role of corpus data in describing lexical meaning;
- (c) polysemy and homonymy;
- (d) senses and domains;
- (e) words and concepts;
- (f) prototype theory;
- (g) radial sets.

The overall objective of the class will be to create an understanding of how words “work”, and how the semantic analysis and description of lexical units can contribute to our understanding of language.

Recommended reading:

Saeed, John I. (2009). *Semantics*. 3rd ed., Malden, MA & Oxford: Wiley-Blackwell.

Geeraerts, Dirk (2010). *Theories of Lexical Semantics*. Oxford: Oxford University Press.

Requirements for credits will be announced in the first meeting. The seminar will be supported by an EWS-Workspace

(<http://www.ews.tu-dortmund.de>) for which you should register immediately if you get a place in this seminar.

154117	Second Language Acquisition (2 HS)				
	Di 08:30 – 10:00	R. 3.208	Jansing		
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:			Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	BA LA: 503, 702, 703 MA LA: 1201, 1202				
	LPO 2003				
	GHR: 5a	SP ₁ .Fach: 5a	B.A.ALK:		
	Gy/Ge: 8a,b	SP ₂ .Fach: 4b	B.A.AS: Kern 6b, 7bc, 8c Komp 4a		
	BK: 8a,b		M.A.ALK:		
	LPO 1994/2000: LABG 2009		M.A.AS: 2b, 3ab		
	G: 603	HRG: 603	GyGe/BK: 603	SP:	

This course will explore the relationship between second language acquisition (SLA) and linguistic theory. We will discuss some of the fundamental theoretical issues that inform current research in SLA from a variety of linguistic perspectives. A special focus will be on the comparison of generative and cognitive models, and on the question how convincingly each model can account for generally agreed-upon observations on second language acquisition.

If you have any questions concerning content or organization of the seminar, don't hesitate to contact me at "barbara.jansing@udo.edu".

Reading materials as well as requirements for credits will be announced in the first meeting. The seminar will be supported by an EWS-Workspace (<http://www.ews.tu-dortmund.de>) for which you should register immediately if you get a place in this seminar.

154118	Psycholinguistics (2 HS)				
	Di 08:15 – 9:45		R. 3.306	Dornbusch	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:			Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	BA LA: 503, 702, 703 MA LA: 1201, 1202				
	LPO 2003				
	GHR: 5a	SP ₁ .Fach: 5a	B.A.ALK:		
	Gy/Ge: 8a,b	SP ₂ .Fach: 4b	B.A.AS: Kern 8c Komp 3c, 4a		
	BK: 8a,b		M.A.ALK:		
	LPO 1994/2000:			M.A.AS: 2ab, 3a	
	LABG 2009				
	G: 603	HRG: 603	GyGe/BK: 603	SP:	

Psycholinguistics is the branch of linguistics which is concerned with the relationship between language and the human mind. How is language stored in our brain? Which experimental paradigms can be used to investigate word processing in our mind? Which factors influence the speed of word processing? In this course we attempt to answer these (and some other) questions by discussing selected psycholinguistic studies on language processing with special emphasis on visual and auditory word recognition.

Reading materials as well as requirements for credits will be announced in the first meeting. The seminar will be supported by an EWS-Workspace (<http://www.ews.tu-dortmund.de>) for which you should register immediately if you get a place in this seminar.

154119	Syntax (2 HS)				
	Fr 08:30 – 10:00		R. 3.237	Heimeroth	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:			Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	BA LA: 503, 702, 703 MA LA: 1201, 1202				
	LPO 2003				
	GHR: 5a	SP ₁ .Fach: 5a	B.A.ALK:		
	Gy/Ge: 8a,b	SP ₂ .Fach: 4b	B.A.AS: Kern 7bc, 8c Komp 4a		
	BK: 8a,b		M.A.ALK:		
	LPO 1994/2000:			M.A.AS: 1a	
	LABG 2009				
	G: 603	HRG: 603	GyGe/BK: 603	SP:	

a) John sprayed subway cars with paint.

b) John sprayed paint onto subway cars.

The course will build on the concepts and theoretical frameworks of syntax established in the Introduction to Linguistics. These frameworks – and the solutions they propose for a number of problems for syntactic description – are then contrasted with recent approaches that take a different perspective on syntax. The vantage points of these approaches are: basic human cognitive processes and the primacy of language use (cognitive linguistics / the usage based account). Here, not only words, but also syntactic structures are seen as symbolic units, which contribute to the overall meaning of an utterance. We will discuss the basic tenets of these approaches and will look at a number of these structural symbolic units in detail. Thus, we will look, for example, at sentences like a) and b) to find out about the subtle differences between these two seemingly very similar sentences, and why we judge c) as less acceptable.

c) #John sprayed paint onto subway cars in an hour.

Reading materials as well as requirements for credits will be announced in the first meeting. The seminar will be supported by an EWS-Workspace (<http://www.ews.tu-dortmund.de>) for which you should register immediately if you get a place in this seminar.

MASTERSTUDIENGÄNGE LEHRAMT

154114	Cognitive Linguistics (2 HS)				
	Mo 16:15 – 17:45		R. 0.220	Bücker	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:			Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	BA LA: 503, 702, 703 MA LA: 1201, 1202				
	LPO 2003				
	GHR: 5a	SP ₁ .Fach: 5a	B.A.ALK:		
	Gy/Ge: 8a,b	SP ₂ .Fach: 4b	B.A.AS: Kern 7bc, 8c Komp 3c, 4a		
	BK: 8a,b		M.A.ALK:		
	LPO 1994/2000:			M.A.AS: 1a, 2a, 3ab	
	LABG 2009				
	G:	HRG:	GyGe/BK:	SP:	

The label "Cognitive Linguistics" has been given to an approach to the study of language that began in the 1970s and has become more and more fruitful since the 1980s. Most of the research has focused on semantics, but morphology and syntax also figure significantly, plus other linguistic areas like language acquisition, phonology, and historical linguistics.

There are three major hypotheses which guide the cognitive approach to language (Croft, Cruse 2004: 1):

- language is not an autonomous cognitive faculty, but depends on and is embedded in our general cognitive faculties;
 - grammar is conceptualization, i.e. linguistic structures are closely connected to our non-linguistic concepts of the world; for instance, syntactic functions like subject and objects mirror the participants in an event that we witness.
 - knowledge of language emerges from language use; in effect, this means that we are not genetically equipped with an abstract and universal grammar which only needs input from the language which we are exposed to as children, but that the language acquisition process is closely connected to pairings of non-linguistic situations with linguistic expressions which we encounter at an early age.
- In this seminar, we will focus on different topics related to the domain of cognitive linguistics, such as the study of metaphor and metonymy, "prototypical" meanings and their extensions, and the cognitive approaches to grammar. On the basis of the theoretical framework, we will also look at the impact of cognitive linguistics on EFL teaching.
- Reading materials as well as requirements for credits will be announced in the first meeting. The seminar will be supported by an EWS-Workspace (<http://www.ews.tu-dortmund.de>) for which you should register immediately if you get a place in this seminar.

154116	Semantics (2 HS)			
	Di 10:15 – 11:45	R. 3.206	Peters	
Modulzuordnungen:	LEHРАMTSTUDIENGÄNGE:			Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 503, 702, 703 MA LA: 1201, 1202			
	LPO 2003			
	GHR: 5a	SP ₁ .Fach: 5a	B.A. _{ALK} :	
	Gy/Ge: 8a,b	SP ₂ .Fach: 4b	B.A. _{AS} : Kern 7bc, 8c Komp 4a	
	BK: 8a,b		M.A. _{ALK} :	
	LPO 1994/2000:			M.A. _{AS} : 1ab, 2ab, 3ab
	LAGB 2009			
	G:	HRG:	GyGe/BK:	SP:

Building on the basic knowledge and skills acquired in the introductory classes, this seminar will take further the study of semantics, with a focus on words and their meaning. The theoretical framework will be provided by Cognitive Semantics, implying the basic tenets that:

- (d) the sense(s) of a word will rely on its usage;
- (e) words are points of access to knowledge;
- (f) different senses of a word are conceptually related.

We will consider topics like:

- (h) the representation of lexemes in dictionaries;
- (i) the role of corpus data in describing lexical meaning;
- (j) polysemy and homonymy;
- (k) senses and domains;
- (l) words and concepts;
- (m) prototype theory;
- (n) radial sets.

The overall objective of the class will be to create an understanding of how words "work", and how the semantic analysis and description of lexical units can contribute to our understanding of language.

Recommended reading:

Saeed, John I. (2009). *Semantics*. 3rd ed., Malden, MA & Oxford: Wiley-Blackwell.

Geeraerts, Dirk (2010). *Theories of Lexical Semantics*. Oxford: Oxford University Press.

Requirements for credits will be announced in the first meeting. The seminar will be supported by an EWS-Workspace (<http://www.ews.tu-dortmund.de>) for which you should register immediately if you get a place in this seminar.

154117	Second Language Acquisition (2 HS)						
	Di 08:30 – 10:00	R. 3.208	Jansing				
Modulzu-ordnungen:	LEHРАMTSTUDIENGÄNGE:			Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften			
	BA LA: 503, 702, 703 MA LA: 1201, 1202						
	LPO 2003						
	GHR: 5a	SP ₁ .Fach: 5a	B.A.ALK:				
	Gy/Ge: 8a,b	SP ₂ .Fach: 4b	B.A.AS: Kern 6b, 7bc, 8c Komp 4a				
	BK: 8a,b		M.A.ALK:				
	LPO 1994/2000:						
	LABG 2009						
	G:	HRG:	GyGe/BK:	SP:			

This course will explore the relationship between second language acquisition (SLA) and linguistic theory. We will discuss some of the fundamental theoretical issues that inform current research in SLA from a variety of linguistic perspectives. A special focus will be on the comparison of generative and cognitive models, and on the question how convincingly each model can account for generally agreed-upon observations on second language acquisition.

If you have any questions concerning content or organization of the seminar, don't hesitate to contact me at "barbara.jansing@udo.edu".

Reading materials as well as requirements for credits will be announced in the first meeting. The seminar will be supported by an EWS-Workspace (<http://www.ews.tu-dortmund.de>) for which you should register immediately if you get a place in this seminar.

154118	Psycholinguistics (2 HS)						
	Di 08:15 – 9:45	R. 3.306	Dornbusch				
Modulzu-ordnungen:	LEHРАMTSTUDIENGÄNGE:			Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften			
	BA LA: 503, 702, 703 MA LA: 1201, 1202						
	LPO 2003						
	GHR: 5a	SP ₁ .Fach: 5a	B.A.ALK:				
	Gy/Ge: 8a,b	SP ₂ .Fach: 4b	B.A.AS: Kern 8c Komp 3c, 4a				
	BK: 8a,b		M.A.ALK:				
	LPO 1994/2000:						
	LABG 2009						
	G:	HRG:	GyGe/BK:	SP:			

Psycholinguistics is the branch of linguistics which is concerned with the relationship between language and the human mind. How is language stored in our brain? Which experimental paradigms can be used to investigate word processing in our mind? Which factors influence the speed of word processing? In this course we attempt to answer these (and some other) questions by discussing selected psycholinguistic studies on language processing with special emphasis on visual and auditory word recognition.

Reading materials as well as requirements for credits will be announced in the first meeting. The seminar will be supported by an EWS-Workspace (<http://www.ews.tu-dortmund.de>) for which you should register immediately if you get a place in this seminar.

154120	Linguistics Project (1 K)						
	n.V.		Peters				
Modulzu-ordnungen:	LEHРАMTSTUDIENGÄNGE:			Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften			
	BA LA:						
	MA LA: 1203						
	LPO 2003						
	GHR: 5a	SP ₁ .Fach: 5a	B.A.ALK:				
	Gy/Ge: 8a,b	SP ₂ .Fach: 4b	B.A.AS:				
	BK: 8a,b		M.A.ALK:				
	LPO 1994/2000:						
	LABG 2009						
	G:	HRG:	GyGe/BK:	SP:			

Sprachpraxis

BML students who still need to take the 4SWS IFC should contact Dr Richard Bell to discuss arrangements.

1. STUDIENPHASE

The programme of courses offered as part of the *Sprachpraxis* module consists of *Integrated Foundation Courses* (IFCs), *Written and Oral Communication Courses* (WOCs), and *Academic Writing Courses*. You should attend one of each type of course, starting with an IFC (2SWS) and a WOC (2SWS). **You must successfully complete the WOC before you can take an Academic Writing Course.** These course types are described in greater detail below.

Integrated Foundation Courses (IFC)

The aim of these courses is to provide systematic and interconnected language training. Hence, all IFCs will contain elements of grammar practice, mistakes recognition, listening and reading comprehension, vocabulary building, and some discussions.

154401		IFC I (2 Ü)				
		Di 12:15 – 13:45	R. 3.206	Hamblock		
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften			
	BA LA: 401					
	MA LA:					
	LPO 2003					
	GHR: 3a	SP ₁ ,Fach: 3a	B.A.ALK:			
	Gy/Ge: 3a	SP ₂ ,Fach: 1e, 2c	B.A.AS: Kern 1b Komp 1a			
	BK: 3a		M.A.ALK:			
	LPO 1994/2000:			M.A.AS:		
	LABG 2009					
	G: 101	HRG: 101	GyGe/BK: 101	SP: 101		

154402		IFC II (2 Ü)				
		Mo 14:15 – 15:45	R. 3.206	Mulder		
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften			
	BA LA: 401					
	MA LA:					
	LPO 2003					
	GHR: 3a	SP ₁ ,Fach: 3a	B.A.ALK:			
	Gy/Ge: 3a	SP ₂ ,Fach: 1e, 2c	B.A.AS: Kern 1b Komp 1a			
	BK: 3a		M.A.ALK:			
	LPO 1994/2000:			M.A.AS:		
	LABG 2009					
	G: 101	HRG: 101	GyGe/BK: 101	SP: 101		

154403		IFC III (2 Ü)				
		Mo 16:15 – 17:45	R. 3.206	Mulder		
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften			
	BA LA: 401					
	MA LA:					
	LPO 2003					
	GHR: 3a	SP ₁ ,Fach: 3a	B.A.ALK:			
	Gy/Ge: 3a	SP ₂ ,Fach: 1e, 2c	B.A.AS: Kern 1b Komp 1a			
	BK: 3a		M.A.ALK:			
	LPO 1994/2000:			M.A.AS:		
	LABG 2009					
	G: 101	HRG: 101	GyGe/BK: 101	SP: 101		

154404	IFC IV (2 Ü)				
	Do 12:15 – 13:45		R. 3.205	Mulder	
Modulzu-ordnungen:	LEHRAMTSTUDIENGÄNGE:			Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	BA LA: 401				
	MA LA:				
	LPO 2003				
	GHR: 3a	SP ₁ .Fach: 3a	B.A.ALK:		
	Gy/Ge: 3a	SP ₂ .Fach: 1e, 2c	B.A.AS: Kern 1b Komp 1a		
	BK: 3a		M.A.ALK:		
	LPO 1994/2000:				
	LABG 2009				
	G: 101	HRG: 101	GyGe/BK: 101	SP: 101	

154405	IFC V (2 Ü)				
	Mi 14:15 – 15:45		R. 3.205	Kerschen	
Modulzu-ordnungen:	LEHRAMTSTUDIENGÄNGE:			Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	BA LA: 401				
	MA LA:				
	LPO 2003				
	GHR: 3a	SP ₁ .Fach: 3a	B.A.ALK:		
	Gy/Ge: 3a	SP ₂ .Fach: 1e, 2c	B.A.AS: Kern 1b Komp 1a		
	BK: 3a		M.A.ALK:		
	LPO 1994/2000:				
	LABG 2009				
	G: 101	HRG: 101	GyGe/BK: 101	SP: 101	

154406	IFC VI (2 Ü)				
	Fr 12:15 – 13:45		R. 3.206	Bell	
Modulzu-ordnungen:	LEHRAMTSTUDIENGÄNGE:			Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	BA LA: 401				
	MA LA:				
	LPO 2003				
	GHR: 3a	SP ₁ .Fach: 3a	B.A.ALK:		
	Gy/Ge: 3a	SP ₂ .Fach: 1e, 2c	B.A.AS: Kern 1b Komp 1a		
	BK: 3a		M.A.ALK:		
	LPO 1994/2000:				
	LABG 2009				
	G: 101	HRG: 101	GyGe/BK: 101	SP: 101	

154407	IFC VII (2 Ü)				
	Fr 14:15 – 15:45		R. 3.205	Kerschen	
Modulzu-ordnungen:	LEHRAMTSTUDIENGÄNGE:			Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	BA LA: 401				
	MA LA:				
	LPO 2003				
	GHR: 3a	SP ₁ .Fach: 3a	B.A.ALK:		
	Gy/Ge: 3a	SP ₂ .Fach: 1e, 2c	B.A.AS: Kern 1b Komp 1a		
	BK: 3a		M.A.ALK:		
	LPO 1994/2000:				
	LABG 2009				
	G: 101	HRG: 101	GyGe/BK: 101	SP: 101	

Written and Oral Communications Courses (WOC)

All of these courses – irrespective of their individual content – focus on expression, especially through writing. The emphasis is very clearly on planned and carefully structured writing, concentrating particularly on the “argumentative essay”.

154408	WOC: Media Studies (2 Ü)		
	Fr 14:15 – 15:45	R. 3.206	Bell
Modulzu- ordnungen:		LEHРАMTSTUDIENGÄNGE: BA LA: 402 MA LA: LPO 2003	
		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
		GHR: 3a	SP ₁ .Fach: 3a
		Gy/Ge: 3a	SP ₂ .Fach: 1e, 2c, 3b
		BK: 3a	M.A.ALK:
		LPO 1994/2000:	
		LABG 2009	
		G: 102	HRG: 102
		GyGe/BK: 102	SP: 102

154409	WOC: Short Stories (2 Ü)		
	Di 16:15 – 17:45	R. U331	Risher
Modulzu- ordnungen:		LEHРАMTSTUDIENGÄNGE: BA LA: 402 MA LA: LPO 2003	
		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
		GHR: 3a	SP ₁ .Fach: 3a
		Gy/Ge: 3a	SP ₂ .Fach: 1e, 2c, 3b
		BK: 3a	M.A.ALK:
		LPO 1994/2000:	
		LABG 2009	
		G: 102	HRG: 102
		GyGe/BK: 102	SP: 102

154410	WOC: Slang (2 Ü)		
	Mi 16:15 – 17:45	R. 3.207	Kerschen
Modulzu- ordnungen:		LEHРАMTSTUDIENGÄNGE: BA LA: 402 MA LA: LPO 2003	
		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
		GHR: 3a	SP ₁ .Fach: 3a
		Gy/Ge: 3a	SP ₂ .Fach: 1e, 2c, 3b
		BK: 3a	M.A.ALK:
		LPO 1994/2000:	
		LABG 2009	
		G: 102	HRG: 102
		GyGe/BK: 102	SP: 102

154411	WOC: Independent Films (2 Ü)		
	Mo 16:15 – 17:45	R. 3.205	Dierich
Modulzu- ordnungen:		LEHРАMTSTUDIENGÄNGE: BA LA: 402 MA LA: LPO 2003	
		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
		GHR: 3a	SP ₁ .Fach: 3a
		Gy/Ge: 3a	SP ₂ .Fach: 1e, 2c, 3b
		BK: 3a	M.A.ALK:
		LPO 1994/2000:	
		LABG 2009	
		G: 102	HRG: 102
		GyGe/BK: 102	SP: 102

154412	WOC: Independent Films (2 Ü)		
	Fr 14:15 – 15:45	R. TBC	Dierich
Modulzu- ordnungen:		LEHРАMTSTUDIENGÄNGE: BA LA: 402 MA LA: LPO 2003	
		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
		GHR: 3a	SP ₁ .Fach: 3a
		Gy/Ge: 3a	SP ₂ .Fach: 1e, 2c, 3b
		BK: 3a	M.A.ALK:
		LPO 1994/2000:	
		LABG 2009	
		G: 102	HRG: 102
		GyGe/BK: 102	SP: 102

154413	WOC: Sitcoms (2 Ü)				
	Di 16:00 – 17:30		R. 3.205	Hamblock	
Modulzu-ordnungen:	LEHRAMTSTUDIENGÄNGE:			Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	BA LA: 402				
	MA LA:				
	LPO 2003				
	GHR: 3a	SP ₁ ,Fach: 3a	B.A._ALK: Kern 1d Komp 1c		
	Gy/Ge: 3a	SP ₂ ,Fach: 1e, 2c, 3b	B.A._AS: Kern 1b Komp 1a		
	BK: 3a		M.A._ALK:		
	LPO 1994/2000:			M.A._AS:	
	LABG 2009				
	G: 102	HRG: 102	GyGe/BK: 102	SP: 102	

154414	WOC: Films (2 Ü)				
	Mi 16:15 – 17:45		R. U331	Mulder	
Modulzu-ordnungen:	LEHRAMTSTUDIENGÄNGE:			Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	BA LA: 402				
	MA LA:				
	LPO 2003				
	GHR: 3a	SP ₁ ,Fach: 3a	B.A._ALK: Kern 1d Komp 1c		
	Gy/Ge: 3a	SP ₂ ,Fach: 1e, 2c, 3b	B.A._AS: Kern 1b Komp 1a		
	BK: 3a		M.A._ALK:		
	LPO 1994/2000:			M.A._AS:	
	LABG 2009				
	G: 102	HRG: 102	GyGe/BK: 102	SP: 102	

154415	WOC: Crime (2 Ü)				
	Fr 12:15 – 13:45		R. 3.205	Dierich	
Modulzu-ordnungen:	LEHRAMTSTUDIENGÄNGE:			Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	BA LA: 402				
	MA LA:				
	LPO 2003				
	GHR: 3a	SP ₁ ,Fach: 3a	B.A._ALK: Kern 1d Komp 1c		
	Gy/Ge: 3a	SP ₂ ,Fach: 1e, 2c, 3b	B.A._AS: Kern 1b Komp 1a		
	BK: 3a		M.A._ALK:		
	LPO 1994/2000:			M.A._AS:	
	LABG 2009				
	G: 102	HRG: 102	GyGe/BK: 102	SP: 102	

154416	WOC: American TV Crime Drama (2 Ü)				
	Mi 14:15 – 15:45		R. 3.207	Hill	
Modulzu-ordnungen:	LEHRAMTSTUDIENGÄNGE:			Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	BA LA: 402				
	MA LA:				
	LPO 2003				
	GHR: 3a	SP ₁ ,Fach: 3a	B.A._ALK: Kern 1d Komp 1c		
	Gy/Ge: 3a	SP ₂ ,Fach: 1e, 2c, 3b	B.A._AS: Kern 1b Komp 1a		
	BK: 3a		M.A._ALK:		
	LPO 1994/2000:			M.A._AS:	
	LABG 2009				
	G: 102	HRG: 102	GyGe/BK: 102	SP: 102	

154417	WOC: Short Stories (2 Ü)				
	Do 12:15 – 13:45		R. 3.208	Hill	
Modulzu-ordnungen:	LEHRAMTSTUDIENGÄNGE:			Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	BA LA: 402				
	MA LA:				
	LPO 2003				
	GHR: 3a	SP ₁ ,Fach: 3a	B.A._ALK: Kern 1d Komp 1c		
	Gy/Ge: 3a	SP ₂ ,Fach: 1e, 2c, 3b	B.A._AS: Kern 1b Komp 1a		
	BK: 3a		M.A._ALK:		
	LPO 1994/2000:			M.A._AS:	
	LABG 2009				
	G: 102	HRG: 102	GyGe/BK: 102	SP: 102	

Academic Writing (LABG 2009 ONLY)

You must successfully complete the WOC before you can take an Academic Writing Course.

These courses aim at developing the understanding and writing of academic English and will guide students through the processes of text analysis, evaluation, drafting and editing. Classroom work will focus on identifying features of language at different levels of textual design and will show how vocabulary and grammar relate to the rhetorical function and context of communication. Model essays and practice material will be available during the course of the seminar. Students will be expected to contribute work on a regular basis.

154418	Academic Writing: Comics (2Ü)		
	Mo 14:15 – 15:45	R. 3.207	Hamblock
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	BA LA:		
	MA LA:		
	LPO 2003		
	GHR:	SP ₁ .Fach:	B.A._ALK: Kern 8b Komp 4c
	Gy/Ge:	SP ₂ .Fach:	B.A._AS: Komp 3a
	BK:		M.A._ALK: 1a
	LPO 1994/2000:		
	LABG 2009		
	G:	HRG: 103	GyGe/BK: 103 SP:

154419	Academic Writing: Contemporary American Poetry (2Ü)		
	Mi 12:15 – 13:45	R. 3.207	Mulder
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	BA LA:		
	MA LA:		
	LPO 2003		
	GHR:	SP ₁ .Fach:	B.A._ALK: Kern 8b Komp 4c
	Gy/Ge:	SP ₂ .Fach:	B.A._AS: Komp: 3a
	BK:		M.A._ALK: 1a
	LPO 1994/2000:		
	LABG 2009		
	G:	HRG: 103	GyGe/BK: 103 SP:

154420	Academic Writing: Gender Studies (2Ü)		
	Fr 12:15 – 13:45	R. 3.207	Kerschen
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	BA LA:		
	MA LA:		
	LPO 2003		
	GHR:	SP ₁ .Fach:	B.A._ALK: Kern 8b Komp 4c
	Gy/Ge:	SP ₂ .Fach:	B.A._AS: Komp 3a
	BK:		M.A._ALK: 1a
	LPO 1994/2000:		
	LABG 2009		
	G:	HRG: 103	GyGe/BK: 103 SP:

154421	Academic Writing: Video Games (2Ü)		
	Mi 10:15 – 11:45	R. 3.207	Bell
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	BA LA:		
	MA LA:		
	LPO 2003		
	GHR:	SP ₁ .Fach:	B.A._ALK: Kern 8b, Komp 4c
	Gy/Ge:	SP ₂ .Fach:	B.A._AS: Komp 3a
	BK:		M.A._ALK: 1a
	LPO 1994/2000:		
	LABG 2009		
	G:	HRG: 103	GyGe/BK: 103 SP:

154422	Academic Writing: Fantasy (2Ü)				
	Fr 10:15 – 11:45		R. 3.207	Kerschen	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:			Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	BA LA:				
	MA LA:				
	LPO 2003				
	GHR:	SP ₁ .Fach:	B.A._ALK:	Kern 8b, Komp 4c	
	Gy/Ge:	SP ₂ .Fach:	B.A._AS:	Komp 3a	
	BK:		M.A._ALK:	la	
	LPO 1994/2000:			M.A._AS:	
	LABG 2009			2b	
G:		HRG: 103	GyGe/BK: 103	SP:	

154423	Academic Writing: Dystopian Visions (2Ü)				
	Fr 10:15 – 11:45		R. 3.205	Dierich	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:			Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	BA LA:				
	MA LA:				
	LPO 2003				
	GHR:	SP ₁ .Fach:	B.A._ALK:	Kern 8b, Komp 4c	
	Gy/Ge:	SP ₂ .Fach:	B.A._AS:	Komp 3a	
	BK:		M.A._ALK:	la	
	LPO 1994/2000:			M.A._AS:	
	LABG 2009			2b	
G:		HRG: 103	GyGe/BK: 103	SP:	

1./2. STUDIENPHASE

Auslandsaufenthalt

To meet the requirements for the stay abroad, you should consult one of the members of staff who offer an opportunity for Project Design and Evaluation. When you have agreed on a project, you should register for the semester in which you intend to complete your project.

Project Design and Evaluation

154424	Project Design and Evaluation (3 Ü)				
			Bell		
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:			Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	BA LA: 403				
	MA LA:				
	LPO 2003				
	GHR: 4d	SP ₁ .Fach: 4d	B.A._ALK:		
	Gy/Ge: 4d	SP ₂ .Fach:	B.A._AS:		
	BK: 5c		M.A._ALK:		
	LPO 1994/2000:			M.A._AS:	
	LABG 2009				
G: 103		HRG: 104	GyGe/BK: 104	SP: 103	

154425	Project Design and Evaluation (1 Ü)				
			Holst		
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:			Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	BA LA: 403				
	MA LA:				
	LPO 2003				
	GHR: 4d	SP ₁ .Fach: 4d	B.A._ALK:		
	Gy/Ge: 4d	SP ₂ .Fach:	B.A._AS:		
	BK: 5c		M.A._ALK:		
	LPO 1994/2000:			M.A._AS:	
	LABG 2009				
G: 103		HRG: 104	GyGe/BK: 104	SP: 103	

154426	Project Design and Evaluation (1 Ü)					
Modulzu-ordnungen:	LEHRAMTSTUDIENGÄNGE:		Mulder Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften			
	BA LA: 403					
	MA LA:					
	LPO 2003					
	GHR: 4d	SP ₁ .Fach: 4d	B.A.ALK:			
	Gy/Ge: 4d	SP ₂ .Fach:	B.A.AS:			
	BK: 5c		M.A.ALK:			
	LPO 1994/2000:			M.A.AS:		
	LABG 2009					
	G: 103	HRG: 104	GyGe/BK: 104	SP: 103		

154427	Project Design and Evaluation (1 Ü)					
Modulzu-ordnungen:	LEHRAMTSTUDIENGÄNGE:		Hamblock Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften			
	BA LA: 403					
	MA LA:					
	LPO 2003					
	GHR: 4d	SP ₁ .Fach: 4d	B.A.ALK:			
	Gy/Ge: 4d	SP ₂ .Fach:	B.A.AS:			
	BK: 5c		M.A.ALK:			
	LPO 1994/2000:			M.A.AS:		
	LABG 2009					
	G: 103	HRG: 104	GyGe/BK: 104	SP: 103		

2. STUDIENPHASE

These courses are open both to LPO 2003 students and to those studying under the BML regulations. If you are studying under LPO 2003, it is vital that you check which courses you are required to take in the *Hauptstudium*. The requirements differ depending on which qualification you are working towards.

Academic Writing (LPO2003 & BML (LPO2005))

These courses aim at developing the understanding and writing of academic English and will guide students through the processes of text analysis, evaluation, drafting and editing. Classroom work will focus on identifying features of language at different levels of textual design and will show how vocabulary and grammar relate to the rhetorical function and context of communication. Model essays and practice material will be available during the course of the seminar. Students will be expected to contribute work on a regular basis.

154428	Academic Writing I: American Literature (2 Ü)					
Modulzu-ordnungen:	LEHRAMTSTUDIENGÄNGE:		Holst Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften			
	BA LA: 1002					
	MA LA: 1503					
	LPO 2003					
	GHR: 5d	SP ₁ .Fach: 5d	B.A.ALK: Kern 8b Komp 4c			
	Gy/Ge: 8b	SP ₂ .Fach: 3b	B.A.AS: Komp 3a			
	BK: 8b		M.A.ALK: 1a			
	LPO 1994/2000:			M.A.AS: 2b		
	LABG 2009					
	G:	HRG:	GyGe/BK:	SP:		

154429	Academic Writing II: British Literature (2 Ü)					
Modulzu-ordnungen:	LEHRAMTSTUDIENGÄNGE:		Holst Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften			
	BA LA: 1002					
	MA LA: 1503					
	LPO 2003					
	GHR: 5d	SP ₁ .Fach: 5d	B.A.ALK: Kern 8b Komp 4c			
	Gy/Ge: 8b	SP ₂ .Fach: 3b	PO09: Komp 3a			
	BK: 8b		M.A.ALK: 1a			
	LPO 1994/2000:			M.A.AS: 2b		
	LABG 2009					
	G:	HRG:	GyGe/BK:	SP:		

154430	Academic Writing III: Cultural Studies (2 Ü)		
	Do 14:15 – 15:45	R. 3.207	Holst
Modulzuordnungen:		LEHРАMTSTUDIENGÄNGE: <i>BA LA: 1002</i> <i>MA LA: 1503</i> <i>LPO 2003</i>	
		GHR: 5d	SP ₁ .Fach: 5d
		Gy/Ge: 8b	SP ₂ .Fach: 3b
		BK: 8b	
		<i>LPO 1994/2000:</i>	
		<i>LABG 2009</i>	
		G:	HRG:
		GyGe/BK:	SP:

154431	Academic Writing IV: American Literature (2 Ü)		
	Mo 10:15 – 11:45	R. 3.207	Holst
Modulzuordnungen:		LEHРАMTSTUDIENGÄNGE: <i>BA LA: 1002</i> <i>MA LA: 1503</i> <i>LPO 2003</i>	
		GHR: 5d	SP ₁ .Fach: 5d
		Gy/Ge: 8b	SP ₂ .Fach: 3b
		BK: 8b	
		<i>LPO 1994/2000:</i>	
		<i>LABG 2009</i>	
		G:	HRG:
		GyGe/BK:	SP:

154432	Academic Writing V: British Literature (2 Ü)		
	Do 12:15 – 13:45	R. 3.207	Holst
Modulzuordnungen:		LEHРАMTSTUDIENGÄNGE: <i>BA LA: 1002</i> <i>MA LA: 1503</i> <i>LPO 2003</i>	
		GHR: 5d	SP ₁ .Fach: 5d
		Gy/Ge: 8b	SP ₂ .Fach: 3b
		BK: 8b	
		<i>LPO 1994/2000:</i>	
		<i>LABG 2009</i>	
		G:	HRG:
		GyGe/BK:	SP:

154433	Academic Writing VI: Special Projects (2 Ü)		
	Do 14:15 – 15:45	R. 3.205	Kane
Modulzuordnungen:		LEHРАMTSTUDIENGÄNGE: <i>BA LA: 1002</i> <i>MA LA: 1503</i> <i>LPO 2003</i>	
		GHR: 5d	SP ₁ .Fach: 5d
		Gy/Ge: 8b	SP ₂ .Fach: 3b
		BK: 8b	
		<i>LPO 1994/2000:</i>	
		<i>LABG 2009</i>	
		G:	HRG:
		GyGe/BK:	SP:

154434	Academic Writing VII: Graphic Narratives (2 Ü)		
	Do 16:15 – 17:45	R. 3.205	Blalock
Modulzu-ordnungen:	LEHRAMTSTUDIENGÄNGE:		
	BA LA: 1002		
	MA LA: 1503		
	LPO 2003		
	GHR: 5d	SP _{1,Fach:} 5d	B.A. _{ALK:} Kern 8b Komp 4c
	Gy/Ge: 8b	SP _{2,Fach:} 3b	PO09: Komp 3a
	BK: 8b		M.A. _{ALK:} 1a
	LPO 1994/2000:		
	LABG 2009		
	G:	HRG:	GyGe/BK: SP:

154435	Academic Writing VIII: Slayer Studies (2 Ü)		
	Fr 10:15 – 11:45	R. 3.206	Bell
Modulzu-ordnungen:	LEHRAMTSTUDIENGÄNGE:		
	BA LA: 1002		
	MA LA: 1503		
	LPO 2003		
	GHR: 5d	SP _{1,Fach:} 5d	B.A. _{ALK:} Kern 8b Komp 4c
	Gy/Ge: 8b	SP _{2,Fach:} 3b	PO09: Komp 3a
	BK: 8b		M.A. _{ALK:} 1a
	LPO 1994/2000:		
	LABG 2009		
	G:	HRG:	GyGe/BK: SP:

Translation

For students studying under the 2003 or BML regulations, this course will provide practice in translation and give you the opportunity to gain the credit points for translation required in the respective HS module. These classes will run parallel: it would not, therefore, be sensible to attend more than one. Students attending any of these classes will be expected to prepare texts in advance of each session and to hand in work for marking. Students who require credit points are required to have two translation assignments accepted (i.e. with pass grades) in the course of the term to gain the points for this course.

Highly recommended background reading:

- Barry Baddock & Susie Vrobel: *Translation Skills German-English*
Hueber
- Emily Purser & Linda Paul: *Translation: Übersetzung*
Cornelsen
- Richard Humphrey: *Grundkurs Übersetzen Deutsch-Englisch*
Klett
- Richard Humphrey: *Aufbaukurs Übersetzen Deutsch-Englisch*
Klett

Recommended dictionary:

Langenscheidt/Collins Großwörterbuch Englisch, Munich 2004

154436	Translation German/English I (2 Ü)		
	Do 16:15 – 17:45	R. 3.206	Mulder
Modulzu-ordnungen:	LEHRAMTSTUDIENGÄNGE:		
	BA LA: 1001		
	MA LA: 1501, 1502		
	LPO 2003		
	GHR: 5d	SP _{1,Fach:} 5d	B.A. _{ALK:} Kern 8b Komp 4c
	Gy/Ge: 8b	SP _{2,Fach:} 3b	B.A. _{AS:} Komp 3a
	BK: 8b		M.A. _{ALK:} 1a
	LPO 1994/2000:		
	LABG 2009		
	G:	HRG:	GyGe/BK: SP:

154437	Translation German/English III (2 Ü)						
	Mi 10:15 – 11:45		R. 3.205	Hamblock			
Modulzu-ordnungen:	LEHРАMTSTUDIENGÄNGE:			Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften			
	BA LA: 1001 MA LA: 1501, 1502						
	LPO 2003						
	GHR: 5d	SP ₁ .Fach: 5d	B.A._ALK: Kern 8b Komp 4c				
	Gy/Ge: 8b	SP ₂ .Fach: 3b	B.A._AS: Komp 3a				
	BK: 8b		M.A._ALK: 1a				
	LPO 1994/2000:						
	LABG 2009						
	G:	HRG:	GyGe/BK:	SP:			

154438	Translation German/English IV (2 Ü)						
	Mi 12:15 – 13:45		R. 3.205	Hamblock			
Modulzu-ordnungen:	LEHРАMTSTUDIENGÄNGE:			Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften			
	BA LA: 1001 MA LA: 1501, 1502						
	LPO 2003						
	GHR: 5d	SP ₁ .Fach: 5d	B.A._ALK: Kern 8b Komp 4c				
	Gy/Ge: 8b	SP ₂ .Fach: 3b	B.A._AS: Komp 3a				
	BK: 8b		M.A._ALK: 1a				
	LPO 1994/2000:						
	LABG 2009						
	G:	HRG:	GyGe/BK:	SP:			

154439	Translation German/English V (2 Ü)						
	Fr 16:15 – 17:45		R. 3.205	Reinertz			
Modulzu-ordnungen:	LEHРАMTSTUDIENGÄNGE:			Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften			
	BA LA: 1001 MA LA: 1501, 1502						
	LPO 2003						
	GHR: 5d	SP ₁ .Fach: 5d	B.A._ALK: Kern 8b Komp 4c				
	Gy/Ge: 8b	SP ₂ .Fach: 3b	B.A._AS: Komp 3a				
	BK: 8b		M.A._ALK: 1a				
	LPO 1994/2000:						
	LABG 2009						
	G:	HRG:	GyGe/BK:	SP:			

Englische Fachdidaktik

1. STUDIENPHASE

154301	Introduction to Teaching English as a Second/Foreign Language – Kurs A		
	Di 10:15 – 11:45	R. 3.208	Rossa
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	BA LA: 303		
	MA LA:		
	LPO 2003		
	GHR: 2c	SP ₁ .Fach: 2c	B.A.ALK: --
	Gy/Ge: 2c	SP ₂ .Fach: 2b	B.A.AS: Kern 2b Komp 2a
	BK: 2c		M.A.ALK: --
	LPO 1994/2000:		
	LABG 2009		
	G: 201	HRG: 201	GyGe/BK: 201
			SP: 201

154302	Introduction to Teaching English as a Second/Foreign Language – Kurs B		
	Do 14:15 – 15:45	R. 0.220	Rossa
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	BA LA: 303		
	MA LA:		
	LPO 2003		
	GHR: 2c	SP ₁ .Fach: 2c	B.A.ALK: --
	Gy/Ge: 2c	SP ₂ .Fach: 2b	B.A.AS: Kern 2b Komp 2a
	BK: 2c		M.A.ALK: --
	LPO 1994/2000:		
	LABG 2009		
	G: 201	HRG: 201	GyGe/BK: 201
			SP: 201

154303	Introduction to Teaching English as a Second/Foreign Language – Kurs C		
	Mi 10:15 – 11:45	R. 3.208	Nold
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	BA LA: 303		
	MA LA:		
	LPO 2003		
	GHR: 2c	SP ₁ .Fach: 2c	B.A.ALK: --
	Gy/Ge: 2c	SP ₂ .Fach: 2b	B.A.AS: Kern 2b Komp 2a
	BK: 2c		M.A.ALK: --
	LPO 1994/2000:		
	LABG 2009		
	G: 201	HRG: 201	GyGe/BK: 201
			SP: 201

154304	Introduction to Teaching English as a Second/Foreign Language – Kurs D		
	Di 14:15 – 15:45	R. 0.220	Timpe
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	BA LA: 303		
	MA LA:		
	LPO 2003		
	GHR: 2c	SP ₁ .Fach: 2c	B.A.ALK: --
	Gy/Ge: 2c	SP ₂ .Fach: 2b	B.A.AS: Kern 2b Komp 2a
	BK: 2c		M.A.ALK: --
	LPO 1994/2000:		
	LABG 2009		
	G: 201	HRG: 201	GyGe/BK: 201
			SP: 201

154305	Introduction to Teaching English as a Second/Foreign Language – Kurs E					
	Di 10:15 – 11:45	R. 3.205	Steffens			
Modulzu-ordnungen:	LEHРАMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften			
	BA LA: 303					
	MA LA:					
	LPO 2003					
	GHR: 2c	SP ₁ .Fach: 2c	B.A._ALK: --			
	Gy/Ge: 2c	SP ₂ .Fach: 2b	B.A._AS: Kern 2b Komp 2a			
	BK: 2c		M.A._ALK: --			
	LPO 1994/2000:		M.A._AS:--			
	LAGB 2009					
	G: 201	HRG: 201	GyGe/BK: 201	SP: 201		

Making the transition from language learner to language teacher requires students of English to look at the EFL-classroom from a new angle and to familiarize themselves with theoretically and empirically driven models, concepts and approaches that are relevant for the field of teaching and learning English as a foreign language. The aim of this obligatory course is to introduce students to the disciplines „*Fachdidaktik Englisch*“ and “Applied Linguistics” by providing a state-of-the-art review of relevant issues and current debates. These include the following:

- *Fremdsprachendidaktik* as an applied science
- The context of language teaching and learning: European and national language learning policies, e.g. educational standards (*Bildungsstandards*) and curricula,
- Explaining (second) language acquisition
- Learner variables and the roles of the teacher
- Principles and methodological options in language teaching
- Developing and assessing language skills and intercultural communicative competence
- Teaching vocabulary and grammar
- Language, literature and culture in the classroom
- Making use of media in the classroom

The course will be accompanied by a tutorial. Course requirements will be announced in the first session.

2. STUDIENPHASE

154306	Making use of media in the EFL-Classroom (2 HS)					
	Mi 10:15 – 11:45		R. 3.206			
Modulzu-ordnungen:	LEHРАMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften			
	BA LA: 601, 602, 603					
	MA LA: 1101, 1102, 1104					
	LPO 2003					
	GHR: 2d, 4a, 4b	SP ₁ .Fach: 2d, 4a, 4b	B.A._ALK: --			
	Gy/Ge: 2d, 5a, 5b	SP ₂ .Fach: 3a	B.A._AS: Kern 3b, 4a Komp 2c			
	BK: 2d, 5a, 5b		M.A._ALK: --			
	LPO 1994/2000:		M.A._AS:--			
	LAGB 2009					
	G:	HRG:	GyGe/BK:	SP:		

This course will explore the potentials of employing media in foreign language teaching. We will consider fundamental concepts such as “media literacy”, “blended learning” and the “gamification” of language learning. Participants will analyse methodological suggestions with regard to the use of media in instructional design and promoting learners’ abilities to access, understand, select, evaluate and create media. As part of the course requirements, which will be explained in more detail in the first session, participants are expected to create sample instructional materials for a task-based teaching sequence.

154307	Lernstandserhebungen, VERAs & Zentralabitur – Assessment in the EFL-Classroom (2 HS)					
	Mi 8:30 – 10:00		R. 3.208			
Modulzu-ordnungen:	LEHРАMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften			
	BA LA: 601, 602, 603					
	MA LA: 1101, 1102, 1104					
	LPO 2003					
	GHR: 2d, 4a, 4b	SP ₁ .Fach: 2d, 4a, 4b	B.A._ALK: --			
	Gy/Ge: 2d, 5a, 5b	SP ₂ .Fach: 3a	B.A._AS: --			
	BK: 2d, 5a, 5b		M.A._ALK: --			
	LPO 1994/2000:		M.A._AS:--			
	LAGB 2009					
	G:	HRG:	GyGe/BK:	SP:		

This class will provide you with insights into the increasingly important topic of language testing, assessment, and evaluation in the EFL classroom. We will look at essential principles for assessment, different kinds of tests and forms of assessment as well as the critical tools that teachers need for fair and effective evaluation.

The following topics will be covered in this class:

- Language test construction
- Test specifications
- Critical evaluation of test items
- Standardized tests (*VERA, Zentralabitur*)
- Alternative forms of assessment (portfolios, task-based assessment)
- Assessing listening, speaking, writing, reading
- Grading and student evaluation

At the end of the semester, you will be able to construct language tests yourself as well as evaluate critically already existing assessment tools. The class will include several practical examples and will make you familiar with basic forms of statistical analyses that will be manageable even for those who are not studying Math.

Requirements:

For *Aktive Teilnahme* you are expected to a) fulfill two small assignments during the semester such as the revision of test items and b) participate in a study that involves language tests. While a) will be graded, b) will not be graded as it is primarily targeted towards providing you with the opportunity to experience different assessment tools from an examinee's point of view.

For a *Leistungsnachweis* you are additionally required to design a language test yourself, including test specifications and construct. You are asked to talk to the course instructor about your specific ideas for the assessment tool you want to design.

Recommended for purchase:

Alderson, J.C., Clapham, C and Wall, D (1995). *Language Test Construction and Evaluation*. Cambridge: Cambridge University Press.

Brown, H.D., & Abeywickrama, P. (2010). *Language Assessment: Principles and Classroom Practices (2nd Edition)*. Pearson ESL.

All further readings will be made available electronically on the EWS platform.

154308 Language Acquisition in the Bilingual Classroom (2 HS)			
	Di 14:15 – 15:45	R. 3.205	Jansing
Modulzuordnungen:		LEHРАMTSTUDIENGÄNGE:	
BA LA: 601, 603		Angewandte Sprachwissenschaften/	
MA LA: 1101, 1104		Angewandte Literatur-/Kulturwissenschaften	
LPO 2003			
GHR: 2d, 4a, 4b	SP ₁ Fach: 2d, 4a, 4b	B.A.ALK: --	
Gy/Ge: 2d, 5a, 5b	SP ₂ Fach: 3a	B.A.AS: Kern 6bc Komp 4b	
BK: 2d, 5a, 5b		M.A.ALK: --	
LPO 1994/2000:		M.A.AS: 3b	
LABG 2009			
G:	HRG:	GyGe/BK:	SP:

This course offers an overview of theories and models of language acquisition that have shaped the discussion of language teaching approaches in the bilingual classroom. Topics will include the parameters of bilingual education, models of bilingual proficiency, innatist, cognitive, and socio-cultural perspectives on language acquisition, the relevance of the L1 in bilingual instruction, and scaffolding.

The requirements for credits will be announced in our first meeting.

Reading materials will be made available through the EWS-Workspace for this course.

Dieses Seminar kann auch für den bilingualen Zusatzstudiengang belegt werden.

Nähre Informationen zum Zusatzstudiengang unter www.ews.uni-dortmund.de/bll.

154309 English in the Primary School (2 HS)			
	Mi 10:15 – 11:45	R. 0.220	Strauß
Modulzuordnungen:		LEHРАMTSTUDIENGÄNGE:	
BA LA: 601, 602, 603		Angewandte Sprachwissenschaften/	
MA LA: 1101, 1102, 1104		Angewandte Literatur-/Kulturwissenschaften	
LPO 2003			
GHR: 2d, 4a, 4b	SP ₁ Fach: 2d, 4a, 4b	B.A.ALK: --	
Gy/Ge: 2d, 5a, 5b	SP ₂ Fach: 3a	B.A.AS: --	
BK: 2d, 5a, 5b		M.A.ALK: --	
LPO 1994/2000:		M.A.AS: --	
LABG 2009			
G:	HRG:	GyGe/BK:	SP:

This class offers an overview about the theory and practice of learning and teaching English in primary schools. We will discuss currently debated issues in this subject area, such as the development of language competence, language awareness and intercultural competence. According to research findings in the field of second language acquisition, we will discuss general teaching methods and principles of the primary classroom, e.g. storytelling, the use of picture books, hand puppets, games, songs and rhymes. Your role as future teachers will always be a focus of this seminar and you will be encouraged to reflect on it. Furthermore, we will also evaluate current teaching material and see how it can be used in class. We will not only discuss theoretical issues, but also try out some concepts and ideas in class.

The exact requirements will be announced in the first session. Reading material will be made available on the EWS-Workspace for this course.

Recommended for purchase:

Legutke, M.K., & Müller-Hartmann, A., & Schocker-v. Difurth, M. (2009). *Teaching English in the Primary School*. Stuttgart: Klett.

154310	Englisch am Berufskolleg – Teaching English in Berufskolleg (2 HS) (auch PS für LABG 09)		
	Mo 18:00 – 19:30	R. 0.220	Bücker
Modulzu-ordnungen:	LEHРАMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA: 601, 603		
	MA LA: 1101, 1104		
	LPO 2003		
	GHR: 2d, 4a, 4b	SP ₁ ,Fach: 2d, 4a, 4b	B.A.,ALK: --
	Gy/Ge: 2d, 5a, 5b	SP ₂ ,Fach: 3a	B.A.,AS: ##
	BK: 2d, 5a, 5b		M.A.,ALK: --
	LPO 1994/2000:		M.A.,AS: ##
	LABG 2009		
	G: 202	HRG: 202	GyGe/BK: 202
			SP: 202

Das Berufskolleg wird in der öffentlichen Diskussion weit weniger wahrgenommen als andere Schulformen, obwohl es lt. der aktuellen Schulstatistik für das Schuljahr 2010/2011 mit mehr als 600,000 Schülerinnen, Schülern und Studierenden die zweitgrößte Schulform in Nordrhein-Westfalen darstellt. Die Bandbreite der erzielbaren Bildungsabschlüsse und Berufsausbildungen ist groß, und dementsprechend hoch sind die Anforderungen an Englischlehrerinnen und Englischlehrer, denn der Unterricht erfolgt meist berufsbezogen. Der Unterricht im Englisch-Leistungskurs für angehende Chemisch-technische Assistentinnen (in Kombination mit dem Abitur) unterscheidet sich z.B. vom Englischunterricht für angehende Fremdsprachenkorrespondentinnen, Friseurinnen, Bäckereifachverkäuferinnen oder Studierenden der Fachschulen, z.B. angehende Erzieherinnen oder Technikerinnen mit dem Schwerpunkt Augenoptik. Einher mit der fachlich-inhaltlichen Vielfalt geht eine sehr große Heterogenität der Schülerinnen, Schüler und Studierenden, die es im Unterricht zu berücksichtigen und – im Idealfall – zu nutzen gilt. Dieses Seminar soll die spezifischen Herausforderungen und Besonderheiten des Englischunterrichts am Berufskolleg und der Unterrichtsarbeit mit Jugendlichen und (jungen) Erwachsenen thematisieren. Inhalte des Seminars sind u.a.: Eine kurze Einführung in die Struktur des Berufskollegs, inhaltliche Schwerpunkte des Englischunterrichts in unterschiedlichen Bildungsgängen, die Arbeit mit und in Lernfeldern, das Konzept der Handlungsorientierung, Binnendifferenzierung, Planung von Lernarrangements, Formen der Leistungsbewertung.

Teilnehmerinnen und Teilnehmer des Seminars werden die Möglichkeit bekommen, sich – vor dem Hintergrund ihres zweiten Unterrichtsfachs – intensiver mit einer Fachrichtung (z.B. Wirtschaft, Technik, Gesundheit, Soziales) und den jeweiligen Bildungsgängen auseinanderzusetzen und somit einen Schwerpunkt zu bilden.

Die Leistungsanforderungen werden in der ersten Sitzung besprochen.

154311	Listening and Reading in the EFL-Classroom (2 HS) (auch PS für LABG 09)		
	Fr 14:15 – 15:45	R. 0.220	Kane
Modulzu-ordnungen:	LEHРАMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften
	BA LA: 601		
	MA LA: 1101		
	LPO 2003		
	GHR: 2d, 4a, 4b	SP ₁ ,Fach: 2d, 4a, 4b	B.A.,ALK: --
	Gy/Ge: 2d, 5a, 5b	SP ₂ ,Fach: 3a	B.A.,AS: --
	BK: 2d, 5a, 5b		M.A.,ALK: --
	LPO 1994/2000:		M.A.,AS: --
	LABG 2009		
	G: 202	HRG: 202	GyGe/BK: 202
			SP: 202

This class focuses on both the psycholinguistic processes involved in listening and reading, and on practical classroom activities which foster students' progress in these areas. The aim will be to show how awareness of underlying theory can be used to optimise teaching.

Recommended literature includes

John Field. *Listening in the Language Classroom*. Cambridge, 2009 and

William Grabe. *Reading in a Second Language: Moving from Theory to Practice*. Cambridge, 2008.

154312	How language teachers come to know what they know and do what they do in the classroom – Research on teacher cognition and professional development (2 HS)		
	Di 12:15 – 13:45	R. 3.205	Rossa
Modulzuordnungen:	LEHРАMTSTUDIENGÄNGE:		
	BA LA: 601		
	MA LA: 1101		
	LPO 2003		
	GHR: 2d, 4a, 4b	SP ₁ Fach: 2d, 4a, 4b	B.A.ALK: --
	Gy/Ge: 2d, 5a, 5b	SP ₂ Fach: 3a	B.A.AS: --
	BK: 2d, 5a, 5b		M.A.ALK: --
	LPO 1994/2000:		
	LABG 2009		
	G:	HRG:	GyGe/BK:
SP:			

This course focuses on research that investigates how teachers acquire knowledge about (and for) their profession and how this type of knowledge is linked to the actual practice(s) of teaching. We will start by collecting what might be considered as relevant professional knowledge of EFL-teachers and go on to discuss the questions raised by teacher cognition research. To some extent the course is designed as a metacognitive activity for the participants, as they will be asked to critically reflect their evolving knowledge(s) and beliefs about foreign language learning and teaching. It may thus prove particularly helpful for students aiming at their final examination in „Fachdidaktik“.

154313	Teaching Novels (2 HS) (auch PS für LABG 09)		
	Do 16:15 – 17:45	R. 3.208	Witsch
Modulzuordnungen:	LEHРАMTSTUDIENGÄNGE:		
	BA LA: 601, 602		
	MA LA: 1101, 1102		
	LPO 2003		
	GHR: 2d, 4a, 4b	SP ₁ Fach: 2d, 4a, 4b	B.A.ALK: --
	Gy/Ge: 2d, 5a, 5b	SP ₂ Fach: 3a	B.A.AS: --
	BK: 2d, 5a, 5b		M.A.ALK: --
	LPO 1994/2000:		
	LABG 2009		
	G: 202	HRG: 202	GyGe/BK: 202
SP: 202			

Der Einsatz von Romanen im Englischunterricht wirkt sich motivierend auf Schülerinnen und Schüler aus. Allerdings stellt das Lesen von Ganzschriften in der Zielsprache sowohl für Schülerinnen und Schüler der Sekundarstufe I als auch der Sekundarstufe II eine Herausforderung dar.

Auf der Grundlage aktueller didaktischer und methodischer Empfehlungen soll anhand konkreter Romanbeispiele aufgezeigt und gemeinsam erarbeitet werden, wie Schülerinnen und Schüler im Umgang mit Romanen Kompetenzen entwickeln und vertiefen können.

154314	Language Learning with Educational Technology (2 HS) (auch PS für LABG 09)		
	Blockseminar: 19.10.2012; 26.10.2012; 09.11.2012; 23.11.2012; 07.12.2012, jeweils von 11:00 – 14:00 Uhr	R. U331	Lindner
Modulzuordnungen:	LEHРАMTSTUDIENGÄNGE:		
	BA LA: 601		
	MA LA: 1101		
	LPO 2003		
	GHR: 2d, 4a, 4b	SP ₁ Fach: 2d, 4a, 4b	B.A.ALK: --
	Gy/Ge: 2d, 5a, 5b	SP ₂ Fach: 3a	B.A.AS: --
	BK: 2d, 5a, 5b		M.A.ALK: --
	LPO 1994/2000:		
	LABG 2009		
	G: 202	HRG: 202	GyGe/BK: 202
SP: 202			

This course explores experientially how technologies can be used to augment "traditional" language learning activities both in the classroom working round the computer and beyond the walls of the classroom in autonomous and networked collaborative environments. Participants are invited to critically consider the potential of computer assisted language learning (CALL), facilitated by hands-on classroom-based and online tasks and supported by discussion of selected readings.

Key topics include:

- second language learning and CALL
- working around and through the computer
- learning platforms and language
- www as an authentic resource for language learning
- computer-based and networked writing skills development
- "talking" via synchronous and asynchronous computer-mediated communication
online intercultural exchange

Key learning aims:

- facilitating an understanding of the role(s) of CALL in the light of relevant research, theory and issues of debate
- fostering a critical stance towards CALL with regard to different contextual factors: learner profiles, methodological traditions, cultural settings
- determining effective use of technology in relation to classroom modality (e.g. autonomous and networked learning contexts)

-using technologies to develop appropriate language learning materials

Further information

- Maximum 30 participants
- Assessment is on the basis of regular class attendance, contribution to class and online activities, project work.

Provisional reading

- Beatty, K. (2003). *Teaching and Researching Computer-assisted Language Learning*. Longman.
 Beetham, H. & Sharpe, R. (eds.) 2007. *Rethinking Pedagogy for a Digital Age*. Routledge.
 Bax, S. (2003) CALL—past, present and future. *System* 31, 13-28.
 Harrington, M., Levy, M. (2001). CALL begins with a "C": interaction in computer-mediated language learning. *System* 29: 15-26.
 Kern, R. (2006). Perspectives on technology and language teaching. *TESOL Quarterly* 40(1), 183-210.
 Levy, M. and Stockwell, G. (2006). *CALL Dimensions: Options and Issues in Computer Assisted Language Learning*. Lawrence Erlbaum Associates.
 O'Dowd, R. (2003). Understanding the "other side": Intercultural learning in a Spanish-English email exchange. *Language Learning and Technology* 7 (2), 118-144.
 Salmon, G. (2000) *E-moderating: the Key to Teaching and Learning Online*. Kogan Page.
 Sutton, L.A. (2001). The principle of vicarious interaction in computer-mediated communications. *International Journal of Educational Technologies*. 7(3): 223-242.
 Warschauer, M. (1997). Computer-mediated collaborative learning: Theory and practice. *The Modern Language Journal* 81/4: 470-481.

Theorie-Praxis-Modul

154315	Planung, Gestaltung und Reflexion von Englischunterricht (2 HS) (TPM I & II)			
	Mo 14:15 – 15:45		R. 3.205	Papenberg
Modulzu-ordnungen:	LEHРАMTSTUDIENGÄNGE:			
	BA LA: MA LA: 1103			
	LPO 2003			
	GHR:	SP ₁ .Fach:	B.A.ALK:	--
	Gy/Ge:	SP ₂ .Fach:	B.A.AS:	--
	BK:		M.A.ALK:	--
	LPO 1994/2000:			
	LABG 2009			
	G:	HRG:	GyGe/BK:	SP:

In dieser Veranstaltung wird auf das fachspezifische Schulpraktikum vorbereitet. Dabei geht es insbesondere um forschendes Lernen, d.h. im Praktikum sollen Sie imstande sein, eine Forschungsfrage als Lehrperson zu stellen, die Sie durch Sammeln von geeigneten Beobachtungsdaten zu beantworten versuchen. Die Veranstaltung dient dazu, Sie auf diese Situation vorzubereiten. Ein weiterer Schwerpunkt bildet das Planen von Unterrichtsreihen und -stunden sowie die Auseinandersetzung mit fachdidaktischen Konzepten. Die Seminaranforderungen werden in der ersten Sitzung bekannt gegeben.

Im Falle weiterer Fragen, kontaktieren Sie mich bitte per Email unter stefan.papenberg@tu-dortmund.de

154316	Planung, Gestaltung und Reflexion von Englischunterricht (2 HS) (TPM I & II)			
	Mi 16:15 – 17:45		R. 0.220	Nold
Modulzu-ordnungen:	LEHРАMTSTUDIENGÄNGE:			
	BA LA: MA LA: 1103			
	LPO 2003			
	GHR:	SP ₁ .Fach:	B.A.ALK:	--
	Gy/Ge:	SP ₂ .Fach:	B.A.AS:	--
	BK:		M.A.ALK:	--
	LPO 1994/2000:			
	LABG 2009			
	G:	HRG:	GyGe/BK:	SP:

In dieser Veranstaltung wird auf das fachspezifische Schulpraktikum vorbereitet (TPM I und II). Ein Schwerpunkt bildet das Planen von Unterrichtsreihen und -stunden sowie die Auseinandersetzung mit fachdidaktischen Konzepten. Sie sollen in die Lage versetzt werden, auf der Grundlage curricularer Vorgaben und unterrichtlicher Voraussetzungen Lernarrangements für Schülerinnen und Schüler zielgerichtet zu planen. Hierbei werden unterschiedliche Themen näher betrachtet, u.a. Formen des kooperativen Lernens, Binnendifferenzierung, der Common European Framework of Reference, (Alternative) Assessment und unterrichtliche Phasierungsmodelle.

Die Seminaranforderungen werden in der ersten Sitzung bekannt gegeben.

Zusatzstudiengang Bilinguale Lernen und Lehren

154308	Language Acquisition in the Bilingual Classroom (2 HS)		
	Di 14:15 – 15:45	R. 3.205	Jansing
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	BA LA: 601, 603		
	MA LA: 1102, 1104		
	LPO 2003		
	GHR: 2d, 4a, 4b	SP ₁ .Fach: 2d, 4a, 4b	B.A.ALK: --
	Gy/Ge: 2d, 5a, 5b	SP ₂ .Fach: 3a	B.A.AS: Kern 6bc Komp 4b
	BK: 2d, 5a, 5b		M.A.ALK: --
	LPO 1994/2000:		
	LAGB 2009		
	G: --	HRG: --	GyGe/BK: --
			SP: --

This course offers an overview of theories and models of language acquisition that have shaped the discussion of language teaching approaches in the bilingual classroom. Topics will include the parameters of bilingual education, models of bilingual proficiency, innatist, cognitive, and socio-cultural perspectives on language acquisition, the relevance of the L1 in bilingual instruction, and scaffolding.

The requirements for credits will be announced in our first meeting.

Reading materials will be made available through the EWS-Workspace for this course.

Dieses Seminar kann auch für den bilingualen Zusatzstudiengang belegt werden.

Nähere Informationen zum Zusatzstudiengang unter www.ews.uni-dortmund.de/bll

154317	CLIL History Lessons: Liberty! The American Revolution (2 HS)		
	Do 16:15 – 17:45	R. 0.220	Lutzka
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	BA LA: 601, 602, 603		
	MA LA: 1102, 1102, 1104		
	LPO 2003		
	GHR: 2d, 4a, 4b	SP ₁ .Fach: 2d, 4a, 4b	B.A.ALK: --
	Gy/Ge: 2d, 5a, 5b	SP ₂ .Fach: 3a	B.A.AS: --
	BK: 2d, 5a, 5b		M.A.ALK: --
	LPO 1994/2000:		
	LAGB 2009		
	G: --	HRG: --	GyGe/BK: --
			SP: --

Content and Language Integrated Learning (CLIL) and its German equivalent *bilingualer Sachfachunterricht* refer to educational settings in which an additional language, which is usually the second language of the learners, is used as a medium in the teaching and learning of non-language content in subjects such as history, politics, geography, but also the natural sciences and mathematics as well as art, drama and music. The seminar will deal with the educational history and justification of CLIL, the functions of language, the use and acquisition of CLIL-specific strategies, teaching materials, the role of errors and questions of assessment. Additionally, students will develop and discuss learning activities on concrete topics (*The American Revolution*) which we will simulate and put to the test.

Introductory Reading

Baker, Colin. *Foundations of Bilingual Education and Bilingualism*. 4th ed. Clevedon: Multilingual Matters, 2006.

Caspari, Daniela et al., eds. *Bilingualer Unterricht macht Schule: Beiträge aus der Praxisforschung*. 2nd ed. Frankfurt am Main: Peter Lang, 2009.

Wildhage, Manfred and Edgar Otten, eds. *Praxis des bilingualen Unterrichts*. Berlin: Cornelsen, 2003.

Credits

participation/ oral contribution/ project (designing a lesson) / school visit + self-critical reflection on the lesson itself / Written Test / Research Paper

MASTERSTUDIENGÄNGE LEHRAMT

154306	Making use of media in the EFL-Classroom (2 HS)		
	Mi 10:15 – 11:45	R. 3.206	Rossa
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	BA LA: 601, 602, 603		
	MA LA: 1101, 1102, 1104		
	LPO 2003		
	GHR: 2d, 4a, 4b	SP ₁ .Fach: 2d, 4a, 4b	B.A.ALK: --
	Gy/Ge: 2d, 5a, 5b	SP ₂ .Fach: 3a	B.A.AS: ##
	BK: 2d, 5a, 5b		M.A.ALK: --
	LPO 1994/2000:		
	LAGB 2009		
	G:	HRG:	GyGe/BK:
			SP:

This course will explore the potentials of employing media in foreign language teaching. We will consider fundamental concepts such as "media literacy", "blended learning" and the "gamification" of language learning. Participants will analyse methodological suggestions with regard to the use of media in instructional design and promoting learners' abilities to access, understand, select, evaluate and create media. As part of

the course requirements, which will be explained in more detail in the first session, participants are expected to create sample instructional materials for a task-based teaching sequence.

154307	Lernstandserhebungen, VERAs & Zentralabitur – Assessment in the EFL-Classroom (2 HS)		
	Mi 8:30 – 10:00	R. 3.208	Timpe
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	BA LA: 601, 602, 603		
	MA LA: 1101, 1102, 1104		
	LPO 2003		
	GHR: 2d, 4a, 4b	SP ₁ .Fach: 2d, 4a, 4b	B.A.ALK: --
	Gy/Ge: 2d, 5a, 5b	SP ₂ .Fach: 3a	B.A.AS: --
	BK: 2d, 5a, 5b		M.A.ALK: --
LPO 1994/2000:			M.A.AS: --
LABG 2009			
G:	HRG:	GyGe/BK:	SP:

This class will provide you with insights into the increasingly important topic of language testing, assessment, and evaluation in the EFL classroom. We will look at essential principles for assessment, different kinds of tests and forms of assessment as well as the critical tools that teachers need for fair and effective evaluation.

The following topics will be covered in this class:

- Language test construction
- Test specifications
- Critical evaluation of test items
- Standardized tests (VERA, Zentralabitur)
- Alternative forms of assessment (portfolios, task-based assessment)
- Assessing listening, speaking, writing, reading
- Grading and student evaluation

At the end of the semester, you will be able to construct language tests yourself as well as evaluate critically already existing assessment tools. The class will include several practical examples and will make you familiar with basic forms of statistical analyses that will be manageable even for those who are not studying Math.

Requirements:

For *Aktive Teilnahme* you are expected to a) fulfill two small assignments during the semester such as the revision of test items and b) participate in a study that involves language tests. While a) will be graded, b) will not be graded as it is primarily targeted towards providing you with the opportunity to experience different assessment tools from an examinee's point of view.

For a *Leistungsnachweis* you are additionally required to design a language test yourself, including test specifications and construct. You are asked to talk to the course instructor about your specific ideas for the assessment tool you want to design.

Recommended for purchase:

Alderson, J.C., Clapham, C and Wall, D (1995). *Language Test Construction and Evaluation*. Cambridge: Cambridge University Press.

Brown, H.D., & Abeywickrama, P. (2010). *Language Assessment: Principles and Classroom Practices (2nd Edition)*. Pearson ESL.

All further readings will be made available electronically on the EWS platform.

154308	Language Acquisition in the Bilingual Classroom (2 HS)		
	Di 14:15 – 15:45	R. 3.205	Jansing
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	BA LA: 601, 603		
	MA LA: 1101, 1104		
	LPO 2003		
	GHR: 2d, 4a, 4b	SP ₁ .Fach: 2d, 4a, 4b	B.A.ALK: --
	Gy/Ge: 2d, 5a, 5b	SP ₂ .Fach: 3a	B.A.AS: Kern 6bc Komp 4b
	BK: 2d, 5a, 5b		M.A.ALK: --
LPO 1994/2000:			M.A.AS: 3b
LABG 2009			
G:	HRG:	GyGe/BK:	SP:

This course offers an overview of theories and models of language acquisition that have shaped the discussion of language teaching approaches in the bilingual classroom. Topics will include the parameters of bilingual education, models of bilingual proficiency, innatist, cognitive, and socio-cultural perspectives on language acquisition, the relevance of the L1 in bilingual instruction, and scaffolding.

The requirements for credits will be announced in our first meeting.

Reading materials will be made available through the EWS-Workspace for this course.

Dieses Seminar kann auch für den bilingualen Zusatzstudiengang belegt werden.

Nähere Informationen zum Zusatzstudiengang unter www.ews.uni-dortmund.de/bll.

154309	English in the Primary School (2 HS)		
	Mi 10:15 – 11:45		R. 0.220
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	BA LA: 601, 602, 603		
	MA LA: 1101, 1102, 1104		
	LPO 2003		
	GHR: 2d, 4a, 4b	SP ₁ .Fach: 2d, 4a, 4b	B.A.ALK: --
	Gy/Ge: 2d, 5a, 5b	SP ₂ .Fach: 3a	B.A.AS: --
	BK: 2d, 5a, 5b		M.A.ALK: --
	LPO 1994/2000:		
	LABG 2009		
	G:	HRG:	GyGe/BK: SP:

This class offers an overview about the theory and practice of learning and teaching English in primary schools. We will discuss currently debated issues in this subject area, such as the development of language competence, language awareness and intercultural competence. According to research findings in the field of second language acquisition, we will discuss general teaching methods and principles of the primary classroom, e.g. storytelling, the use of picture books, hand puppets, games, songs and rhymes. Your role as future teachers will always be a focus of this seminar and you will be encouraged to reflect on it. Furthermore, we will also evaluate current teaching material and see how it can be used in class. We will not only discuss theoretical issues, but also try out some concepts and ideas in class.

The exact requirements will be announced in the first session. Reading material will be made available on the EWS-Workspace for this course.

Recommended for purchase:

Legutke, M.K., & Müller-Hartmann, A., & Schocker-v. Ditfurth, M. (2009). *Teaching English in the Primary School*. Stuttgart: Klett.

154310	Englisch am Berufskolleg – Teaching English in Berufskolleg (2 HS) (auch PS für LABG 09)		
	Mo 18:00 – 19:30		R. 0.220
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	BA LA: 601, 603		
	MA LA: 1101, 1104		
	LPO 2003		
	GHR: 2d, 4a, 4b	SP ₁ .Fach: 2d, 4a, 4b	B.A.ALK: --
	Gy/Ge: 2d, 5a, 5b	SP ₂ .Fach: 3a	B.A.AS: ##
	BK: 2d, 5a, 5b		M.A.ALK: --
	LPO 1994/2000:		
	LABG 2009		
	G: 202	HRG: 202	GyGe/BK: 202 SP: 202

Das Berufskolleg wird in der öffentlichen Diskussion weit weniger wahrgenommen als andere Schulformen, obwohl es lt. der aktuellen Schulstatistik für das Schuljahr 2010/2011 mit mehr als 600,000 Schülerinnen, Schülern und Studierenden die zweitgrößte Schulform in Nordrhein-Westfalen darstellt. Die Bandbreite der erzielbaren Bildungsabschlüsse und Berufsausbildungen ist groß, und dementsprechend hoch sind die Anforderungen an Englischlehrerinnen und Englischlehrer, denn der Unterricht erfolgt meist berufsbezogen. Der Unterricht im Englisch-Leistungskurs für angehende Chemisch-technische Assistentinnen (in Kombination mit dem Abitur) unterscheidet sich z.B. vom Englischunterricht für angehende Fremdsprachenkorrespondentinnen, Friseurinnen, Bäckereifachverkäuferinnen oder Studierenden der Fachschulen, z.B. angehende Erzieherinnen oder Technikerinnen mit dem Schwerpunkt Augenoptik. Einher mit der fachlich-inhaltlichen Vielfalt geht eine sehr große Heterogenität der Schülerinnen, Schüler und Studierenden, die es im Unterricht zu berücksichtigen und – im Idealfall – zu nutzen gilt. Dieses Seminar soll die spezifischen Herausforderungen und Besonderheiten des Englischunterrichts am Berufskolleg und der Unterrichtsarbeit mit Jugendlichen und (jungen) Erwachsenen thematisieren. Inhalte des Seminars sind u.a.: Eine kurze Einführung in die Struktur des Berufskollegs, inhaltliche Schwerpunkte des Englischunterrichts in unterschiedlichen Bildungsgängen, die Arbeit mit und in Lernfeldern, das Konzept der Handlungsorientierung, Binnendifferenzierung, Planung von Lernarrangements, Formen der Leistungsbewertung.

Teilnehmerinnen und Teilnehmer des Seminars werden die Möglichkeit bekommen, sich – vor dem Hintergrund ihres zweiten Unterrichtsfachs – intensiver mit einer Fachrichtung (z.B. Wirtschaft, Technik, Gesundheit, Soziales) und den jeweiligen Bildungsgängen auseinanderzusetzen und somit einen Schwerpunkt zu bilden.

Die Leistungsanforderungen werden in der ersten Sitzung besprochen.

154311	Listening and Reading in the EFL-Classroom (2 HS) (auch PS für LABG 09)		
	Fr 14:15 – 15:45		R. 0.220
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	BA LA: 601		
	MA LA: 1101		
	LPO 2003		
	GHR: 2d, 4a, 4b	SP ₁ .Fach: 2d, 4a, 4b	B.A.ALK: --
	Gy/Ge: 2d, 5a, 5b	SP ₂ .Fach: 3a	B.A.AS: --
	BK: 2d, 5a, 5b		M.A.ALK: --
	LPO 1994/2000:		
	LABG 2009		
	G: 202	HRG: 202	GyGe/BK: 202 SP: 202

This class focuses on both the psycholinguistic processes involved in listening and reading, and on practical classroom activities which foster students' progress in these areas. The aim will be to show how awareness of underlying theory can be used to optimise teaching.

Recommended literature includes

John Field. *Listening in the Language Classroom*. Cambridge, 2009 and

William Grabe. *Reading in a Second Language: Moving from Theory to Practice*. Cambridge, 2008.

154312	How language teachers come to know what they know and do what they do in the classroom – Research on teacher cognition and professional development (2 HS)		
	Di 12:15 – 13:45 R. 3.205		Rossa
Modulzu-ordnungen:	LEHРАMTSTUDIENGÄNGE:		
	BA LA: 601		
	MA LA: 1101		
	LPO 2003		
	GHR: 2d, 4a, 4b	SP ₁ .Fach: 2d, 4a, 4b	B.A.ALK: --
	Gy/Ge: 2d, 5a, 5b	SP ₂ .Fach: 3a	B.A.AS: --
	BK: 2d, 5a, 5b		M.A.ALK: --
	LPO 1994/2000:		
	LABG 2009		
	G:	HRG:	GyGe/BK:
			SP:

This course focuses on research that investigates how teachers acquire knowledge about (and for) their profession and how this type of knowledge is linked to the actual practice(s) of teaching. We will start by collecting what might be considered as relevant professional knowledge of EFL-teachers and go on to discuss the questions raised by teacher cognition research. To some extent the course is designed as a metacognitive activity for the participants, as they will be asked to critically reflect their evolving knowledge(s) and beliefs about foreign language learning and teaching. It may thus prove particularly helpful for students aiming at their final examination in „Fachdidaktik“.

154313	Teaching Novels (2 HS) (auch PS für LABG 09)		
	Do 16:15 – 17:45 R. 3.208		Witsch
Modulzu-ordnungen:	LEHРАMTSTUDIENGÄNGE:		
	BA LA: 601, 602		
	MA LA: 1101, 1102		
	LPO 2003		
	GHR: 2d, 4a, 4b	SP ₁ .Fach: 2d, 4a, 4b	B.A.ALK: --
	Gy/Ge: 2d, 5a, 5b	SP ₂ .Fach: 3a	B.A.AS: --
	BK: 2d, 5a, 5b		M.A.ALK: --
	LPO 1994/2000:		
	LABG 2009		
	G: 202	HRG: 202	GyGe/BK: 202
			SP: 202

Der Einsatz von Romanen im Englischunterricht wirkt sich motivierend auf Schülerinnen und Schüler aus. Allerdings stellt das Lesen von Ganzschriften in der Zielsprache sowohl für Schülerinnen und Schüler der Sekundarstufe I als auch der Sekundarstufe II eine Herausforderung dar.

Auf der Grundlage aktueller didaktischer und methodischer Empfehlungen soll anhand konkreter Romanbeispiele aufgezeigt und gemeinsam erarbeitet werden, wie Schülerinnen und Schüler im Umgang mit Romanen Kompetenzen entwickeln und vertiefen können.

154314	Language Learning with Educational Technology (2 HS) (auch PS für LABG 09)		
	Blockseminar: 19.10.2012; 26.10.2012; 09.11.2012; 23.11.2012; 07.12.2012, jeweils von 11:00 – 14:00 Uhr	R. U331	Lindner
Modulzu-ordnungen:	LEHРАMTSTUDIENGÄNGE:		
	BA LA: 601		
	MA LA: 1101		
	LPO 2003		
	GHR: 2d, 4a, 4b	SP ₁ .Fach: 2d, 4a, 4b	B.A.ALK: --
	Gy/Ge: 2d, 5a, 5b	SP ₂ .Fach: 3a	B.A.AS: --
	BK: 2d, 5a, 5b		M.A.ALK: --
	LPO 1994/2000:		
	LABG 2009		
	G: 202	HRG: 202	GyGe/BK: 202
			SP: 202

This course explores experientially how technologies can be used to augment "traditional" language learning activities both in the classroom working round the computer and beyond the walls of the classroom in autonomous and networked collaborative environments. Participants are invited to critically consider the potential of computer assisted language learning (CALL), facilitated by hands-on classroom-based and online tasks and supported by discussion of selected readings.

Key topics include:

- second language learning and CALL
- working around and through the computer
- learning platforms and language
- www as an authentic resource for language learning
- computer-based and networked writing skills development
- "talking" via synchronous and asynchronous computer-mediated communication

online intercultural exchange

Key learning aims:

- facilitating an understanding of the role(s) of CALL in the light of relevant research, theory and issues of debate
- fostering a critical stance towards CALL with regard to different contextual factors: learner profiles, methodological traditions, cultural settings
- determining effective use of technology in relation to classroom modality (e.g. autonomous and networked learning contexts)
- using technologies to develop appropriate language learning materials

Further information

- Maximum 30 participants
- Assessment is on the basis of regular class attendance, contribution to class and online activities, project work.

Provisional reading

- Beatty, K. (2003). *Teaching and Researching Computer-assisted Language Learning*. Longman.
 Beetham, H. & Sharpe, R. (eds.) 2007. *Rethinking Pedagogy for a Digital Age*. Routledge.
 Bax, S. (2003) CALL—past, present and future. *System* 31, 13-28.
 Harrington, M., Levy, M. (2001). CALL begins with a "C": interaction in computer-mediated language learning. *System* 29: 15-26.
 Kern, R. (2006). Perspectives on technology and language teaching. *TESOL Quarterly* 40(1), 183-210.
 Levy, M. and Stockwell, G. (2006). *CALL Dimensions: Options and Issues in Computer Assisted Language Learning*. Lawrence Erlbaum Associates.
 O'Dowd, R. (2003). Understanding the "other side": Intercultural learning in a Spanish-English email exchange. *Language Learning and Technology* 7 (2), 118-144.
 Salmon, G. (2000) *E-moderating: the Key to Teaching and Learning Online*. Kogan Page.
 Sutton, L.A. (2001). The principle of vicarious interaction in computer-mediated communications. *International Journal of Educational Technologies*. 7(3): 223-242.
 Warschauer, M. (1997). Computer-mediated collaborative learning: Theory and practice. *The Modern Language Journal* 81/4: 470-481.

154317 CLIL History Lessons: Liberty! The American Revolution (2 HS)			
	Do 16:15 – 17:45	R. 0.220	Lutzka
Modulzu-ordnungen:		LEHРАMTSTUDIENGÄNGE:	
		BA LA: 601, 602, 603	
		MA LA: 1102, 1102, 1104	
		LPO 2003	
		GHR: 2d, 4a, 4b	Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
		SP ₁ _Fach: 2d, 4a, 4b	B.A.ALK: --
		Gy/Ge: 2d, 5a, 5b	B.A.AS: --
		BK: 2d, 5a, 5b	M.A.ALK: --
		LPO 1994/2000:	M.A.AS: --
		LABG 2009	
		G: --	HRG: --
			GyGe/BK: --
			SP: --

Content and Language Integrated Learning (CLIL) and its German equivalent *bilingualer Sachfachunterricht* refer to educational settings in which an additional language, which is usually the second language of the learners, is used as a medium in the teaching and learning of non-language content in subjects such as history, politics, geography, but also the natural sciences and mathematics as well as art, drama and music. The seminar will deal with the educational history and justification of CLIL, the functions of language, the use and acquisition of CLIL-specific strategies, teaching materials, the role of errors and questions of assessment. Additionally, students will develop and discuss learning activities on concrete topics (*The American Revolution*) which we will simulate and put to the test.

Introductory Reading

- Baker, Colin. *Foundations of Bilingual Education and Bilingualism*. 4th ed. Clevedon: Multilingual Matters, 2006.
 Caspari, Daniela et al., eds. *Bilingualer Unterricht macht Schule: Beiträge aus der Praxisforschung*. 2nd ed. Frankfurt am Main: Peter Lang, 2009.
 Wildhage, Manfred and Edgar Otten, eds. *Praxis des bilingualen Unterrichts*. Berlin: Cornelsen, 2003.

Credits

participation/ oral contribution/ project (designing a lesson) / school visit + self-critical reflection on the lesson itself / Written Test / Research Paper

Britische Literaturwissenschaft

1. STUDIENPHASE

154201	Introduction to British Literary Studies, Group A (2 PS)		
	Mi 12:15 – 13.45	R. 3.208	Bimberg
Modulzu-ordnungen:	LEHРАMTSTUDIENGÄNGE:		
	BA LA: 101		
	MA LA:		
	LPO 2003		
	GHR: -	SP ₁ .Fach: -	B.A. _{ALK} : Kern 2abc
	Gy/Ge: -	SP ₂ .Fach: -	B.A. _{AS} :
	BK: -		M.A. _{ALK} : -
	LPO 1994/2000: -		
	LABG 2009		
	G:401	HRG:401	GyGe/BK: 401
			SP: 401

Within British Literary Studies the course introduces participants to major issues of

- literary theory and criticism (conceptions of literature, critical approaches)
- literary history (historical periods)
- genre poetics (poetry, drama, fiction)
- textual analysis and interpretation
- academic working methods (term papers, oral presentations)

The course is structured in the form of alternating sessions:

- **preparatory thematic sessions** (on the various sub-disciplines within British Literary Studies outlined above, including discussions of exemplary texts from various historical periods and genres in class: poetry, drama, fiction)
- interspersed with **oral presentation sessions**

Mandatory reading (for the course and the oral exam in module 1)

- **For the thematic sessions/discussions in class:**

William Shakespeare: Sonnet 73: "That time of year thou mayst in me behold" ('Reader')[SEK 600]

Oscar Wilde: *The Importance of Being Earnest* (1895) [SEL W 19/40; SEL W 19/118; C 7939]

Virginia Woolf: *To the Lighthouse* (1927) [SEL W27-28; SEL W 27-90; SEL W 27-91]

Virginia Woolf: "The New Dress" (1922-25)
(‘Reader’) [SEL W27-1]
"The Introduction" (1922-25)
(‘Reader’) [SEL W27-1]
"Together and Apart" (1922-25)
(‘Reader’) [SEL W27-1]

- **For the oral presentations and the term papers/special assignments:**

William Shakespeare: "My mistress' eyes are nothing like the sun"
(‘Reader’)[SEK 600]

William Wordsworth: "Ode: Intimations of Immortality from Recollections of Early Childhood"
(‘Reader’)[SEK 600]

Percy Bysshe Shelley: "Ode to the Westwind"
(‘Reader’)[SEK 600]

G.B. Shaw: *Pygmalion* (1913) [SEL S 13/25; SEL S 13/28; C 4788]

Kazuo Ishiguro: *The Remains of the Day* (1989) [SEL 14/10]

Ian McEwan: "Solid Geometry"
(‘Reader’)
"Butterflies"
(‘Reader’)
"Disguises"
(‘Reader’)

A ‘Reader’ with the shorter primary texts and selected additional secondary literature will be available a week prior to the beginning of the course (“Copyshop”). You are expected to have it with you from the beginning. The longer primary texts are recommended for purchase.

The set textbooks for the course (also recommended for purchase) are:

Vera & Ansgar Nünning: *An Introduction to the Study of English and American Literature*. Stuttgart et al.: Ernst Klett Sprachen **2007** (2004) [ISBN 3-12-939619-5; SEA 3520/18; C 24902/18; Lehrbuchsammlung: L CA 351; **2009** [ISBN 978-3-12-939619-3; C 24902/7; Lehrbuchsammlung L Ca 351/7; **2010** [ISBN 978-3-476-02162-5; SEI 530/2; C 26489]

Nünning, Vera und Ansgar (Hrsg.): *Methoden der literatur- und kulturwissenschaftlichen Textanalyse*. Stuttgart und Weimar: J.B. Metzler, 2010 [ISBN 978-3-476-02162-5; SEI 530/2; C 26489]

The presuppositions for passing the course are a successful oral presentation and delivery of the term paper (deadlines during the semester).

Personal attendance during the first session is required to maintain the enrolment status. The tasks will be assigned during the very first session already, so be here on time!

154202	Introduction to British Literary Studies, Group B (2 PS)			
	Di 08:30 – 10:00	R. 3.206	Laemmerhirt	
Modulzu-ordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	BA LA: 101			
	MA LA:			
	LPO 2003			
	GHR: 1a	SP ₁ .Fach: 1a	B.A._ALK: Kern 2abc	
	Gy/Ge: 1a	SP ₂ .Fach: 1a	B.A._AS:	
	BK: 1a		M.A._ALK:	
	LPO 1994/2000:		M.A._AS:	
	LABG 2009			
	G: 401	HRG: 401	GyGe/BK: 401	
			SP: 401	

154203	Introduction to British Literary Studies, Group C (2 PS)			
	Do 08:30 – 10:00	R. 3.205	Laemmerhirt	
Modulzu-ordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	BA LA: 101			
	MA LA:			
	LPO 2003			
	GHR: 1a	SP ₁ .Fach: 1a	B.A._ALK: Kern 2abc	
	Gy/Ge: 1a	SP ₂ .Fach: 1a	B.A._AS:	
	BK: 1a		M.A._ALK:	
	LPO 1994/2000:		M.A._AS:	
	LABG 2009			
	G: 401	HRG: 401	GyGe/BK: 401	
			SP: 401	

This course, totally redesigned, introduces students to the various facets of British Literary Studies (literary theory and history, genre poetics, textual analysis and interpretation, methodology). The course is a mixture of thematic sessions and "conference sessions" where participants are to give an oral presentation to be discussed in the plenum thereupon. This is the reading list obligatory to all participants:

- **Texts discussed in the thematic sessions:**
 - Virginia Woolf: How Should One Read a Book? (1925/32) (Reader)
 - Sir Philip Sidney: Excerpt from *The Defence of Poesy* (1595) (Reader)
 - W. Wordsworth & S.T. Coleridge: *Preface to Lyrical Ballads* (1802) (Reader)
 - William Shakespeare: Sonnet 73 (Reader)
 - Isaac Rosenberg: Break of Day in the Trenches (1916) (Reader)
 - Samuel Beckett: *Waiting for Godot* (1955)
 - Oscar Wilde: *The Picture of Dorian Gray* (1891)
 - Angela Carter: *The Company of Wolves* (1979) (Reader)
- **The texts discussed in oral presentations and term papers:**
 - William Shakespeare: *Romeo and Juliet*
 - G.B. Shaw: *Pygmalion* (1913)
 - Rupert Brooke: The Soldier (1914/15) (Reader)
 - Siegfried Sassoon: They (1916/17) and Glory of Women (1917/18) (Reader)
 - James Joyce: "The Sisters" and "Eveline" (Reader)
 - Virginia Woolf: *To the Lighthouse* (1927)
 - Ian McEwan: *Enduring Love* (1997)

154204	Introduction to British Literary Studies, Group D (2 PS)			
	Do 10:15 – 11:45	R. 3.208	Osterried	
Modulzu-ordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	BA LA: 101			
	MA LA:			
	LPO 2003			
	GHR: 1a	SP ₁ .Fach: 1a	B.A._ALK: Kern 2abc	
	Gy/Ge: 1a	SP ₂ .Fach: 1a	B.A._AS:	
	BK: 1a		M.A._ALK:	
	LPO 1994/2000:		M.A._AS:	
	LABG 2009			
	G: 401	HRG: 401	GyGe/BK: 401	
			SP: 401	

This course, totally redesigned, introduces students to the various facets of British Literary Studies (literary theory and history, genre poetics, textual analysis and interpretation, methodology). The course is a mixture of thematic sessions and "conference sessions" where participants are to give an oral presentation to be discussed in the plenum thereupon. This is the reading list obligatory to all participants:

(Poetry)
William Shakespeare, Sonnet 116
Philip Sidney, Desire
William Wordsworth, To the Cuckoo
Wilfred Owen, Anthem for Doomed Youth

William Butler Yeats, An Irishman foresees his Death

Wendy Cope, Lonely Hearts

(Drama)

Oscar Wilde, The Importance of Being Earnest

(Prose)

James Joyce, Eveline

Michael Cunningham, Mister Brother

Ian McEwan, The Comfort of Strangers

The longer texts in bold print are recommended for purchase. The remainder, namely the shorter texts together with some additional material, will be provided in the form of a reader available at the start of term on my wiki page or in the Copyshop.

The set textbooks for the course's theoretical background are:

Vera & Ansgar Nünning: An Introduction to the Study of English and American Literature. Stuttgart et al.: Ernst Klett Sprachen 2007 (2004) [ISBN 3-12-939619-5; SEA 3520/18; C 24902/18; Lehrbuchsammlung: L CA 351; 2009 [ISBN 978-3-12-939619-3; C 24902/7; Lehrbuchsammlung L Ca 351; 2010 [ISBN 978-3-476-02162-5; SEI 530/2; C 26489]

Nünning, Vera und Ansgar (Hrsg.): Methoden der literatur- und kulturwissenschaftlichen Textanalyse. Stuttgart und Weimar: J.B. Metzler, 2010 [ISBN 978-3-476-02162-5; SEI 530/2; C 26489]

The presuppositions for passing the course are a successful oral presentation and delivery of the term paper (deadlines during the semester).

Personal attendance during the first session is required to maintain the enrolment status. The tasks will be assigned during the very first session already, so be there on time!

154205 Introduction to British Literary Studies, Group E (2PS)				
	Di 8:30 – 10:00	R. 3.205	Schlensag	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	BA LA: 101			
	MA LA			
	LPO 2003			
	GHR:1a	SP ₁ ,Fach: 1a	B.A._ALK: Kern 2abc	
	Gy/Ge: 1a	SP ₂ ,Fach: 1a	B.A._AS:	
	BK: 1a		M.A._ALK:	
	LPO 1994/2000:		M.A._AS:	
LAGB 2009				
G: 401		HRG: 401	GyGe/BK: 401	
			SP: 401	

154206 Introduction to British Literary Studies, Group F (2PS)				
	Do 8:30 – 10:00	R. 3.208	Schlensag	
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	BA LA: 101			
	MA LA			
	LPO 2003			
	GHR:1a	SP ₁ ,Fach: 1a	B.A._ALK: Kern: 2abc	
	Gy/Ge: 1a	SP ₂ ,Fach: 1a	B.A._AS:	
	BK: 1a		M.A._ALK:	
	LPO 1994/2000:		M.A._AS:	
LAGB 2009				
G: 401		HRG: 401	GyGe/BK: 401	
			SP: 401	

This course, totally redesigned, introduces students to the various facets of British Literary Studies (literary theory and history, genre poetics, textual analysis and interpretation, methodology). The course is a mixture of thematic sessions and "conference sessions" where participants are to give an oral presentation to be discussed in the plenum thereupon.

This is the reading list obligatory to all participants:

Set textbooks for the course's theoretical background:

Ansgar and Vera Nünning, *An Introduction to the Study of English and American Literature*, Stuttgart et al.: Ernst Klett 2007

Ansgar und Vera Nünning, *Methoden der literatur- und kulturwissenschaftlichen Textanalyse. Ansätze – Grundlagen – Modellanalysen*, Stuttgart und Weimar: Metzler 2010

Books may be purchased or photocopied from the library.

Compulsory Reading:

Plays and novels are recommended for purchase. Shorter texts together with some additional material, will be provided in the form of a reader available at the start of term in the "Copyshop".

Plays:

William Shakespeare: *The Tempest*, Penguin Popular Classics, 1994

Sarah Kane: *Phaedra's Love*, Methuen, 2002

Both plays must be purchased. The editions above are recommended.

Novels:

Oscar Wilde: *Picture of Dorian Gray*, Penguin Popular Classics, 1994
 Martin Amis: *The Rachel Papers*, Vintage Books, 2004

The presuppositions for passing the course are a successful oral presentation and delivery of the term paper (deadlines during the semester).

Personal attendance during the first session is required to maintain the enrolment status. The tasks will be assigned during the very first session already, so be here on time!

154207 Introduction to British Literary Studies, Group G (2 PS)			
	Fr 10:15 – 11:45	R. 3.208	Osterried
Modulzu- ordnungen:	LEHRAMTSTUDIENGÄNGE:		
	BA LA: 101		
	MA LA:		
	LPO 2003		
	GHR: 1a	SP ₁ .Fach: 1a	B.A._ALK: Kern 2abc
	Gy/Ge: 1a	SP ₂ .Fach: 1a	B.A._AS:
	BK: 1a		M.A._ALK:
	LPO 1994/2000:		
	LABG 2009		
	G: 401	HRG: 401	GyGe/BK: 401
			SP: 401

This course, totally redesigned, introduces students to the various facets of British Literary Studies (literary theory and history, genre poetics, textual analysis and interpretation, methodology). The course is a mixture of thematic sessions and "conference sessions" where participants are to give an oral presentation to be discussed in the plenum thereupon. This is the reading list obligatory to all participants:

(Poetry)

William Shakespeare, Sonnet 116

Philip Sidney, Desire

William Wordsworth, To the Cuckoo

Wilfred Owen, Anthem for Doomed Youth

William Butler Yeats, An Irishman foresees his Death

Wendy Cope, Lonely Hearts

(Drama)

Oscar Wilde, The Importance of Being Earnest

(Prose)

James Joyce, Eveline

Michael Cunningham, Mister Brother

Ian McEwan, The Comfort of Strangers

The longer texts in bold print are recommended for purchase. The remainder, namely the shorter texts together with some additional material, will be provided in the form of a reader available at the start of term on my wiki page or in the Copyshop.

The set textbooks for the course's theoretical background are:

Vera & Ansgar Nünning: An Introduction to the Study of English and American Literature. Stuttgart et al.: Ernst Klett Sprachen 2007 (2004) [ISBN 3-12-939619-5; SEA 3520/18; C 24902/18; Lehrbuchsammlung: L CA 351; 2009 [ISBN 978-3-12-939619-3; C 24902/7; Lehrbuchsammlung L Ca 351; 2010 [ISBN 978-3-476-02162-5; SEI 530/2; C 26489]

Nünning, Vera und Ansgar (Hrsg.): Methoden der literatur- und kulturwissenschaftlichen Textanalyse. Stuttgart und Weimar: J.B. Metzler, 2010 [ISBN 978-3-476-02162-5; SEI 530/2; C 26489]

The presuppositions for passing the course are a successful oral presentation and delivery of the term paper (deadlines during the semester).

Personal attendance during the first session is required to maintain the enrolment status. The tasks will be assigned during the very first session already, so be there on time!

154208 Twentieth Century Poetry			
	Mi 12:15 – 13:45	R. 0.220	Bell
Modulzu- ordnungen:	LEHRAMTSTUDIENGÄNGE:		
	BA LA: 103		
	MA LA:		
	LPO 2003		
	GHR: 1e	SP ₁ .Fach: 1e	B.A._ALK: 1c, 2b Komp: 1b
	Gy/Ge: 1e	SP ₂ .Fach:	B.A._AS:
	BK: 1e		M.A._ALK:
	LPO 1994/2000:		
	LABG 2009		
	G: 601	HRG: 403	GyGe/BK: 403
			SP:

The 20th Century provided some of the most exciting and innovative developments in the history of poetry. This course will focus on the works of some of the most important poets of the last century, such as: Berryman, Cummings, Eliot, Ginsberg, Hughes, Plath and Pound. A reader will be available with the poems to be studied. All students wishing to attend will be required to hold a class presentation.

154209	Oscar Wilde – the poet, playwright and novelist (2 PS)			
	Do 12:15 – 13.45	R. 3.206	Osterried	
Modulzu-ordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	BA LA: 103			
	MA LA:			
	LPO 2003			
	GHR: 1e	SP ₁ .Fach: 1e	B.A._ALK: Kern 1c, 2abc Komp 1b, 2d	
	Gy/Ge: 1e	SP ₂ .Fach: 1e	B.A._AS:	
	BK: 1e		M.A._ALK:	
	LPO 1994/2000:		M.A._AS:	
LABG 2009				
G: 601		HRG: 403	GyGe/BK: 403	
			SP:	

William Butler Yeats once said about his compatriot Oscar Wilde that he was by far the greatest talker of his time, thus accentuating the humorous and witty remarks that many an admirer will immediately associate Oscar Wilde with. However, this is only the surface. Calling Oscar Wilde an ingenious talker also alludes to one of the writer's major topics (if not to *his* major topic at all), which is the clash between appearance and reality. This dichotomy characterises numerous works by Wilde as to their content and form (aestheticism or *l'art pour l'art*). Besides, it is the most intriguing and tragic aspect about Oscar Wilde's private life.

In this Proseminar, we shall discover Oscar Wilde's world - on the basis of exemplary works of his. We shall read his only novel, his most famous play, a number of tales and fairytales, some of his lesser known poems, and, last but not least, his notorious aphorisms. These reading experiences, together with watching Brian Gilbert's celebrated film *Oscar Wilde* (1997), will enable us to see that Oscar Wilde successfully achieved his aphoristically expressed holistic aim of not only to write and wear works of art but even to be a work of art himself.

Several writing activities, among them creative writing, will be an integral part of the course so that we shall see to what an extent Wilde vividly appeals to our imagination. Lessons will partly be guided by the students themselves to train their didactic skills and methodological competencies (for later teaching careers as well as careers in other academic contexts).

The two more substantial texts *The Picture of Dorian Gray* (1890) and *The Importance of Being Earnest* (1899) are recommended for purchase. Further course material (tales, poetry, secondary literature etc.) will be in the Reader made available at the beginning of the semester.

The requirements for getting credits under the various examination regulations will be discussed in the first session (e.g. presentation+response paper, written assignment+oral presentation).

154210	Bessie Head: A Search for Identity (2 PS)			
	Blockseminar 11.02. – 15.02.2013 Je 9:00 – 16:00	R. 3.208	Paasche	
Modulzu-ordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	BA LA: 103			
	MA LA:			
	LPO 2003			
	GHR: 1e	SP ₁ .Fach: 1e	B.A._ALK: Kern: 2b, 3b Komp: 1b	
	Gy/Ge: 1e, 4b	SP ₂ .Fach: 1e	B.A._AS:	
	BK: 1e, 4b		M.A._ALK:	
	LPO 1994/2000: B5, E3		M.A._AS:	
LABG 2009				
G: 601		HRG: 403	GyGe/BK: 403	
			SP:	

Born in a mental hospital to a mother declared mentally insane because she was pregnant by a black lover; rejected by the white community, even by her own family (all except her grandmother); persecuted as a school child in a Catholic school; Bessie Head's dream was to write "an enduring novel on the hideousness of racial prejudice." But also one that was "so beautiful and so magical that [she], as the writer, would long to read and re-read it." In *Maru* she does just that as she explores the origins of racism and tribalism and begins to confront her own prejudices. In *A Question of Power* she continues this journey as she depicts the insanity of racism in the psyche of one individual. Both books are set in Botswana where a school (*Maru*) and a garden (*A Question of Power*) become the arena where internal and societal transformation takes place and new identities and relationships are forged.

In this Proseminar we will accompany Bessie Head in her search for identity – as a South African 'Coloured'; as a person recovering from a mental breakdown; as a woman; as a writer who pushes the novelistic genre to new limits as she incorporates conflicting social structures in a Western literary style.

Required Texts:

Bessie Head: *Maru*

Bessie Head: *A Question of Power*

154211	Modern Short Stories: Joyce, Mansfield, Woolf (2 PS)		
	Fr 12:15 – 13.45	R. 3.208	Osterried
Modulzu-ordnungen:	LEHRAMTSTUDIENGÄNGE:		
	BA LA: 103		
	MA LA:		
	LPO 2003		
	GHR: 1e	SP _{1,Fach:} 1e	B.A. _{ALK:} Kern 1c, 2abc Komp 1b
	Gy/Ge: 1e	SP _{2,Fach:} 1e	B.A. _{AS:} TG 5 Basis
	BK: 1e		M.A. _{ALK:}
	LPO 1994/2000:		
	LABG 2009		
	G: 601	HRG: 403	GyGe/BK: 403
			SP:

This Proseminar will explore the subtle narrative techniques as used by three authors who write scintillating short stories because they detect the subtlety of the human psyche.

As for Katherine Mansfield, we shall not only consider the way whereby she most vividly depicts the problems of adulthood but also concentrate on how she contrasts the latter with those of the children's world. Joyce' collection *Dubliners* (1914) covers life from adolescence to maturity, and in addition provides us with a critical insight into the Irish culture of the early 20th century. Last but not least, Virginia Woolf shows her protagonists' lack of orientation in a world that is incompatible with their desires. Hence, in her prose, perhaps still to a larger extent than in the short stories by Mansfield and Joyce, Woolf employs the stream-of-consciousness technique which has made her so very famous till nowadays.

In spite of the thematic differences indicated above, the seminar will put particular emphasis on what the three writers do actually have in common: All of them show a most artistic handling of narrative techniques (free indirect discourse, interior monologue, stream of consciousness, figural narrative situation), which are invariably in line with the aim to reveal how the human mind works. Thus, they arrive at complex figural portraits that never fail to evoke the reader's pity for those who lead the life that they do not want to live. The short story that we might, rather traditionally, associate with a slice of life, becomes somewhat less short here due to the elaborate flows of mind that are, by the way, also typical of Joyce' and Woolf's novels. Therefore the seminar will also give the participants the opportunity to make themselves familiar with such difficult writing and might be invitation enough to go on to read Joyce' and Woolf's novels, too.

A Reader will be made available at the beginning of term.

The tasks to accomplish for getting credits in the different syllabi will be outlined in the first session such as presentation+response paper, written assignment+oral presentation

154505	Are You Scared Yet? British Horror (2 PS)		
	Do 10:15 – 11:45	R. U 331	Lenz
Modulzu-ordnungen:	LEHRAMTSTUDIENGÄNGE:		
	BA LA: 103		
	MA LA:		
	LPO 2003		
	GHR: 1e	SP _{1,Fach:} 1e	B.A. _{ALK:} Kern: 1c, 2bc, 3c, Komp: 1b, 2d
	Gy/Ge: 1e, 4b	SP _{2,Fach:}	B.A. _{AS:}
	BK: 1e, 4b		M.A. _{ALK:}
	LPO 1994/2000: B3, E1		
	G: 601	HRG: 403	GyGe/BK: 403
			SP:

"I recognize terror as the finest emotion and so I will try to terrorize the reader. But if I find that I cannot terrify, I will try to horrify, and if I find that I cannot horrify, I'll go for the gross-out."

(Stephen King: *Danse Macabre*)

Horror presents its readers and viewers with the opportunity to confront one's own fears and experience the guilty pleasure of indulging in other people's fears. But it is not only that. As Stephen King points out, there are more than just "scary stories". In fact, there is a broad variety of texts that make our skin crawl and our spines chill.

In the course of this seminar, we will deal with a great variety of texts and topics. Starting with one of the most popular horror stories of all time, Bram Stoker's *Dracula*, we will work our way through time and culture and come across the great diversity that is horror. Is there a difference between scary stories written by male and female authors? Can horror addressing children really be considered terrifying? Just as we will discuss "scary movies", we will look at funny or even camp horror. Maybe there is even a development that leads away from "grossing-out" audiences and reinforces very basic scares that will no longer seem fictitious (who has ever seen zombies walk the earth?) but very close to home ...

Do you dare the scare?

Please be aware that many of the movies we will watch are rated "18" (FSK 18)!

Students should buy Bram Stoker *Dracula* (Norton Critical Edition; ISBN: 978-0393970128). Please start reading the novel as soon as possible!

An additional reader will be made available at the beginning of the semester at the copyshop below the "Sonnendeck".

2. STUDIENPHASE

154212	Childhood at the beginning of the twentieth century : the Edwardians and their culture, Group A (2 HS)		
	Do 8:30 – 10:00	R. 3.206	Bimberg
Modulzu-ordnungen:	LEHRAMTSTUDIENGÄNGE:		
	BA LA: 801, 802, 803		
	MA LA: 1301, 1302, 1303		
	LPO 2003		
	GHR: 5c	SP ₁ .Fach: 5c	B.A._ALK: Kern: 6bc Komp: 3bc
	Gy/Ge: 7a,b	SP ₂ .Fach: 4b	B.A._AS: TG 5 Vertiefung
	BK: 7a,b		M.A._ALK: 1b
	LPO 1994/2000: B3, E 1		
	LABG 2009		
	G:	HRG:601	GyGe/BK:601,701, 702
154213	Childhood at the beginning of the twentieth century : the Edwardians and their culture, Group B (2 HS)		
	Do 10:15 – 11:45	R. 3.206	Bimberg
Modulzu-ordnungen:	LEHRAMTSTUDIENGÄNGE:		
	BA LA: 801, 802, 803		
	MA LA: 1301, 1302, 1303		
	LPO 2003		
	GHR: 5c	SP ₁ .Fach: 5c	B.A._ALK: Kern: 6bc Komp: 3bc
	Gy/Ge: 7a,b	SP ₂ .Fach: 4b	B.A._AS: TG 5 Vertiefung
	BK: 7a,b		M.A._ALK: 1b
	LPO 1994/2000: B3, E 1		
	LABG 2009		
	G:	HRG:601	GyGe/BK:601, 701,702

The seminar deals with a period which has only recently come under fresh new investigation, the Edwardian period (1900-1910; King Edward VII). As a transitional phase from Victorian to Modern the period is of crucial importance for the making of the Great Britain of the twentieth century. It forms a watershed between the world of before and after WWI. Historiography has come up with very contradictory assessments of the period: Golden Age vs. accumulating crisis.

Participants are invited to explore the character of the Edwardian period more critically: its realities, its domestic and international crises, its political, economic, and social conflicts (e.g. constitutional confrontation, industrial conflict, the Women's Suffrage movement, the Irish crisis, imperial problems, competition in Europe, WW I) and grasp its huge ambivalences. We will be looking at diverse areas of cultural practice as expressed through the lifestyles of the upper, middle and lower classes: food and meals, clothing, housing, literature, theatre, music, graphic arts and architecture, ballet, music hall, film, and cinema.

Social and cultural historians of the Edwardian period like to term this period the "Golden Age of childhood", due to significant changes in the children's culture which anticipate later twentieth-century developments. Some of them are the result of the Liberal social reforms of the time. The changes relate to notions of education, health and gender (schooling, housing, feeding, leisure time activities, sports, games, toys, reading etc.). Particularly striking is the increase of the socio-cultural significance of food and meals.

The special focus of the course will therefore be on the character of Edwardian childhood, the role of the food culture in it, and Edwardian conceptions of childhood. We will investigate the reasons for the special importance of food and meals in the Edwardian period and the children's culture of the time. Participants will have the opportunity to explore the character of the period through various narrative discourses: historiography, autobiography, biography/interviews and fiction.

Mandatory reading (primary and secondary literature)

* recommended for purchase

- | | |
|----------------------|--|
| Read, Donald (ed.): | <i>Edwardian England</i> . London and Canberra: London: Croom Helm Ltd. In association with the Historical Association 1982. |
| Taylor, A.J.P.: | Prologue: The Year 1906, in Read, 1-13 ('Reader') |
| Read, Donald: | Introduction: Crisis Age or Golden Age?, in Read, 14-39 ('Reader') |
| Porter, Bernard: | The Edwardians and Their Empire, in Read, 128-144 ('Reader') |
| J.B. Priestley: | <i>The Edwardians</i> . London, Melbourne, Toronto, Johannesburg, Auckland: William Heinemann Limited/London: George Rainbird Limited 1970 (ews) |
| Paul Thompson : | <i>The Edwardians. The Remaking of British Society</i> . London: Weidenfeld and Nicolson 1975 (ews) |
| Vita Sackville-West: | <i>The Edwardians</i> . Virago 1978 (Hogarth Pr. 1930)(ews)* |

A 'Reader' with selected secondary literature will be available a week prior to the beginning of the course ("Copyshop").

Credits will be awarded on the basis of either:

- ‘aktive Teilnahme’ (e.g. oral presentation and shorter paper, Project)
 - Literature/Culture Projects (presentation in class)
 - term paper (including participation in class discussion)
 - an end-of-term written exam

(All the deadlines are located within the term).

Personal attendance during the first session is required to maintain the enrolment status. The student will receive a withdrawal if they do not attend the first session.

The tasks will be assigned during the very first session already, so be here on time!

154214	The birth of modern prose drama in Britain: Ibsen, Chekhov and Shaw, Group A (2 HS)		
	Di 12:15 – 13:45	R. 3.208	Bimberg
Modulzu- ordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 801, 802, 803		
	MA LA:1301, 1302, 1303		
	LPO 2003		
	GHR: 5c	SP _{1.Fach} : 5c	B.A. _{ALK} : Kern: 6bc, 7a Komp: 3bc
	Gy/Ge: 7a,b	SP _{2.Fach} : 4b	B.A. _{AS} : TG5 Vertiefung
	BK: 7a,b		M.A. _{ALK} : 1bc
LPO 1994/2000: B3, E1		M.A. _{AS} : TG5	
LABG 2009			
G:	HRG:601	GyGe/BK:601, 701, 702	SP:

154215	The birth of modern prose drama in Britain: Ibsen, Chekhov and Shaw, Group B (2 HS)		
	Di 14:15 – 15:45	R. 3.206	Bimberg
Modulzu- ordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/
	BA LA: 801, 802, 803		Angewandte Literatur-
	MA LA: 1301, 1302, 1303		/Kulturwissenschaften
	LPO 2003		
	GHR: 5c	SP _{1,Fach} : 5c	B.A. _{ALK} : Kern: 6bc, 7a Komp: 3bc
	Gy/Ge: 7a,b	SP _{2,Fach} : 4b	B.A. _{AS} : TG5
	BK: 7a,b		M.A. _{ALK} : 1bc
LPO 1994/2000: B3, E1		M.A. _{AS} : TG5	
LAGB 2009			
G:	HRG:601	GyGe/BK:601, 701, 702	SP:

The focus of the seminar will be on three representative playwrights who became highly influential in the development of drama and theatre in their respective countries at the turn of the nineteenth to the twentieth century: the Norwegian Henrik Ibsen (1828-1906), the Russian Anton Pavlovich Chekhov (1860-1904) and the Brit G.B. Shaw (1856-1950). Their dramatic works are linked to one another in terms of period, themes and style/theatrical representation. Transgressing the boundaries of their national literatures and cultures, the writers created forms of theatrical communication that provoked a modernisation of drama and theatre in Europe and overseas as well as in world literature. Shaw's achievements mark the difficult birth of modern prose drama in Britain.

Chekhov was regarded as the finest Russian writer of short stories and plays of his time. His success and influence in England has been enormous. Since 1903 most of his work had been translated into English (e.g. by Constance Garnett and Ronald Hingley). The Incorporated Stage Society's 1911 London production of *The Cherry Orchard* was much admired by Arnold Bennett, E.M. Forster, V. Woolf, W. Gerhardie and J.M. Murry (who placed Chekhov above Joyce and Proust) and especially Katherine Mansfield. Her stories are held to be the main channel through which Chekhov's work impacted England. G.B. Shaw declared that reading Chekhov's plays made him want to tear up his own, and went on to write *Heartbreak House* as a tribute to him.

The seminar will work on drama theory, drama and stage history (references to Nikolay Gogol, Alexander Ostrovsky, Maxim Gorky, Konstantin Stanislavsky, Vladimir Nemirovich-Danchenko, Bertolt Brecht) and on important movements and styles such as realism, naturalism, modernism, symbolism, and expressionism.

Mandatory reading (primary and secondary literature)

* recommended for purchase

Recommending

A Doll's House (1879)(ews)*

Henrik Ibsen
Anton P. Chekhov

The Seagull (*Chayka*) (1895) (eds)*

ANTON F. CR

The Cherry Orchard (Vishnevyy sad) (1904)(ews)*

G.B. Shaw:

The Cherry Orchard (1904) Heartbreak House (1914)

The Quintessence of Ibsenism (1891) ('Reader')
The Intelligent Woman's Guide to Socialism and Capitalism
(1928) ('Reader')

Video presentations of film adaptations of the plays are included.

A 'Reader' with selected secondary literature will be available a week prior to the beginning of the course ("Copyshop").

Credits will be awarded on the basis of either:

- 'aktive Teilnahme' (e.g. oral presentation and shorter paper , Project)
- Literature/Culture Projects (presentation in class)
- Portfolio
- term paper (including participation in class discussion)

(All the deadlines are located within the term).

**Personal attendance during the first session is required to maintain the enrolment status.
The tasks will be assigned during the very first session already, so be here on time!**

154216	New Wave: James Graham Ballard, Brian Aldiss, Thomas M. Disch, Philip K. Dick – Group A (2 HS)		
	Mo 12:15 – 13:45	R. 3.205	Schlensag

Modulzuordnungen:	LEHРАMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	BA LA: 501, 801, 802, 803			
	MA LA: 1301, 1302, 1303			
	LPO 2003			
	GHR: 5c	SP ₁ .Fach: 5c	B.A.ALK: 6c, 7abc, Komp 3c, 4a	
	Gy/Ge: 7ab	SP ₂ .Fach: 4b	B.A.AS: TG5 Vertiefung	
	BK: 7ab		M.A.ALK: 1abc, 2bc	
	LPO 1994/2000: B3, E1		M.A.AS: TG5	
	LABG 2009			
	G:	HRG: 601	GyGe/BK: 601, 701, 702	
			SP:	

154217	New Wave: James Graham Ballard, Brian Aldiss, Thomas M. Disch, Philip K. Dick – Group B (2 HS)		
	Mo 10:15 – 11:45	R. 3.205	Schlensag

Modulzuordnungen:	LEHРАMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	BA LA: 501, 801, 802, 803			
	MA LA: 1301, 1302, 1303			
	LPO 2003			
	GHR: 5c	SP ₁ .Fach: 5c	B.A.ALK: 6c, 7abc, Komp 3c, 4a	
	Gy/Ge: 7ab	SP ₂ .Fach: 4b	B.A.AS: TG 5 Vertiefung	
	BK: 7ab		M.A.ALK: 1bc, 2abc	
	LPO 1994/2000: B3, E1		M.A.AS: TG5	
	LABG 2009			
	G:	HRG: 601	GyGe/BK: 601, 701, 702	
			SP:	

Literary genres are difficult to define and their exact periodization is easier said than done, too. Hence, it is an intricate problem to pin down the beginning of science fiction literature. For a long time consensus among critics was, however, that science fiction is not a literary genre of high reputation when compared to other literatures. In British literature the beginning of science fiction as a serious form of writing can be identified quite accurately: In 1964 Michael Moorcock became the new editor for the periodical "New Worlds" and announced the birth of the "New Wave". "New Worlds" perished in 1971 but in the seven years of its existence the editor and a collective of writers dedicated themselves to promote and employ literary techniques that changed the face of more traditional science fiction writing. The movement borrowed literary devices from writers such as James Joyce or William S. Burroughs; they adopted techniques from the fine arts – especially Surrealism and Pop-Art and last but not least they incorporated parodies or pastiches from older writers conveyed, more often than not, with brooding irony. They created a literature full of experiments that had a deliberate social awareness and dealt with politics and life-styles of the present projected into a future setting.

Besides theoretical texts dealing with science fiction in general and the "New Wave" in particular, writers discussed in class include James Graham Ballard, Brian Aldiss, Thomas M. Disch and Philip K. Dick. Since Ballard is often considered to be the most successful author of the movement there shall be a strong focus on his literary work and his theoretical assumptions.

We will also pay special attention to two film adaptations based on Ballard's texts: David Cronenberg's controversial *Crash* from 1991 and Jonathan Weiss' first feature film from 2001 *The Atrocity Exhibition*.

A reader including theoretical texts and short stories will be provided at the beginning of the semester.

For our discussion the following texts are recommended and should be purchased by the participants:

James Graham Ballard: *The Atrocity Exhibition*, Flamingo Modern Classics, 2001.

James Graham Ballard: *Crash*, Picador, 2001.

Brian Aldiss, *Frankenstein Unbound*, Harper Collins, 1982.

Thomas M. Disch: *Camp Concentration*, Vintage Books, 1999.

Philip K. Dick: *Ubik*, SF Masterworks, 2010.

This class will give students the chance to participate in a conference on Philip K. Dick that is organized by the IAA and takes place from the 15-18 of November at the TU Dortmund University. For more information please visit: philipkdickeconference.dortmund.com

Assignments for students include:

LPO 1994: 'aktive Teilnahme': Referat und Ausarbeitung; credit A: oral presentation and 'Hausarbeit'

LPO 2003: 'Hausarbeit'

BML: 'Hausarbeit' or written test ('Klausur')

B.A. students Angewandte Sprach- und Literaturwissenschaften: 'aktive Teilnahme': Referat und Ausarbeitung; SP: 'Hausarbeit'

Master students Angewandte Sprach- und Literaturwissenschaften: 'Hausarbeit'

Students of journalism (Master): Written Test/'Klausur' or 'Hausarbeit'

154218 Shakespeare's comedies on screen (2 HS)				
	Fr 10:15 –11:45	R. 0.220	Kane	
Modulzu-ordnungen:	<i>LEHRAMTSTUDIENGÄNGE:</i>		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	<i>BA LA 801, 802 MA LA 1301, 1302</i>			
	<i>LPO 2003</i>			
	GHR: 5c	SP ₁ .Fach: 5c	B.A. _{ALK} : Kern: 6bc, 7a Komp: 3bc	
	Gy/Ge: 6a, 6b	SP ₂ .Fach:	B.A. _{AS} : TG5 Vertiefung	
	BK: 6a, 6b		M.A. _{ALK} : 1bc	
	<i>LPO 1994/2000:</i>		M.A. _{AS} : TG5	
	<i>LABG 2009</i>			
	G:	HRG: 601	GyGe/BK: 601	
SP:				

This seminar will look at the way Shakespeare's comedies have been adapted for the screen. We will also be analysing the language, themes and genre conventions of the plays, which will include *The Merchant of Venice* (Michael Radford, 2004), *Love's Labour's Lost* (Kenneth Branagh, 2000), *The Comedy of Errors* (Trevor Nunn, 1978), *As You Like It* (Kenneth Branagh, 2008), and *The Taming of the Shrew* (Sam Taylor, 1929). The following books are recommended as introductory reading: Penny Gay *The Cambridge Introduction to Shakespeare's Comedies*. Cambridge, 2008 and Samuel Cowley *Shakespeare on Film: A Norton Guide*. New York, 2008.

154219 Late Victorian Literature (2 HS)				
	Di 14:15 – 15:45	R. 3.207	Kane	
Modulzu-ordnungen:	<i>LEHRAMTSTUDIENGÄNGE:</i>		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	<i>BA LA 801, 802 MA LA 1301, 1302</i>			
	<i>LPO 2003</i>			
	GHR: 5c	SP ₁ .Fach: 5c	B.A. _{ALK} : Kern: 6bc Komp: 3bc	
	Gy/Ge: 6a, 6b	SP ₂ .Fach:	B.A. _{AS} : TG5 Vertiefung	
	BK: 6a, 6b		M.A. _{ALK} : 1bc	
	<i>LPO 1994/2000:</i>		M.A. _{AS} : TG5	
	<i>LABG 2009</i>			
	G:	HRG: 601	GyGe/BK: 601	
SP:				

This seminar focuses on gothic, uncanny and decadent elements in late Victorian culture. Texts will include Oscar Wilde's *The Picture of Dorian Gray*, Lord Arthur Savile's *Crime*, *The Importance of Being Earnest*, Robert Louis Stevenson's *Dr. Jekyll and Mr. Hyde*, and Bram Stoker's *Dracula*. We will also read selections from Roger Luckhurst's collection *Late Victorian Gothic Tales* (Oxford, 2008) and from Elaine Showalter's collection *Daughters of Decadence: Women Writers of the Fin-de-siècle* (Virago, 1993). We will read some of the decadent poets of that era, including Lionel Johnson. There will be sessions on symbolist painting and on the role of the dandy. Recommended introductory literature: Nicholas Royle's *The Uncanny* (2003) and Judith Halberstam's *Skin Shows: Gothic Horror and the Technology of Monsters* (1995).

154220 The Globalisation of Education: an African Experience (2 HS)				
	Blockseminar	R. 3.208	Paasche	
Modulzu-ordnungen:	<i>LEHRAMTSTUDIENGÄNGE:</i>		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	<i>BA LA: 501, 801, 802 MA LA: 1301, 1302</i>			
	<i>LPO 2003</i>			
	GHR: 5c	SP ₁ .Fach: 5c	B.A. _{ALK} : Kern 6c,7ac Komp 3c,4a	
	Gy/Ge: 6ab	SP ₂ .Fach: 4b	B.A. _{AS} : TG5 Vertiefung	
	BK: 6ab		M.A. _{ALK} : 1bc, 3ac	
	<i>LPO 1994/2000:</i>		M.A. _{AS} : TG5	
	<i>LABG 2009</i>			
	G:	HRG: 601	GyGe/BK: 601	
SP:				

The process of financial and industrial globalization has had dramatic effects on education worldwide. Across the globe 21st century pupils learn English, become adept at using computers. 'Marketability' is touted as one of the most desirable goals of education systems worldwide. Little attention seems to be paid to education beyond the selfish utilitarian philosophy of materialist capitalism where facts, 'figures and averages, and nothing else' are all important. It is a philosophy Charles Dickens satirizes so aptly in the character of Mr. Gradgrind in *Hard Times*.

Long before the advent of globalized education as we know it today, members of African colonies were subjected to European educational values. In *The Education of a British-Protected Child*, Nigerian writer Chinua Achebe discusses the education of his own children, saying: "... parents must not assume that all they had to do for books was to find the smartest department store and pick up the most attractive-looking book in stock. Our complacency was well and truly rebuked by the poison we now saw wrapped and taken home to our little girl. I learned that if I wanted a safe book for my child I should at least read it through and at best write it myself." In *Dreams in a Time of War* Kenyan writer Ngugi wa Thiong'o explores the process of an education system that can cut its recipients off from their own culture, tradition and identity, yet offers undreamed of possibilities to those who are familiar with it premises. Both writers are the children of fathers who had several wives and grew up at what can perhaps best be described as the intersection of tradition and modernity. Both grew up in British colonies – on either side of the African continent – and experienced the turbulent years of *Uhuru* when Africa was freeing itself from colonial rule and re-claiming its own identity. Both struggled with their identities as British colonial subjects as well as with their relationship to a supposedly politically independent African state. In these memoirs they examine the writing process itself; issues of language as they relate to identity; their countries' political development; their own evolving loyalties and identities; their relationship to literature and story-telling.

In this Hauptseminar we will join them in this exploration.

Required Texts:

Chinua Achebe: *The Education of a British-Protected Child*
 Ngugi wa Thiong'o: *Dreams in a Time of War – a childhood memoir*
 Ngugi wa Thiong'o: *Decolonising the Mind*

154221 William Wordsworth: Romantic Prose and Poetry in its Historical Context (2 HS)			
	Mi. 8:30 – 10:00	R. 3.206	Schlensag
Modulzugehörigkeiten:		<i>LEHРАMTSTUDIENGÄNGE:</i>	
<i>BA LA: 801, 802, 803</i>			
<i>MA LA1301, 1302, 1303</i>			
<i>LPO 2003</i>			
<i>GHR: 5c</i>		<i>SP₁.Fach: 5c</i>	
<i>Gy/Ge: 7a, b</i>		<i>SP₂.Fach: 4b</i>	
<i>BK: 7a,b</i>		<i>B.A.-ALK: 6abc, 7a Komp: 1abc</i>	
<i>LPO 1994/2000: B3, E 1</i>		<i>B.A.-AS: TG 5 Vertiefung</i>	
<i>LABG 2009</i>		<i>M.A.-ALK: 1abc</i>	
<i>G:</i>		<i>M.A.-AS: TG5</i>	
<i>HRG:601</i>		<i>GyGe/BK:601, 701, 702</i>	
<i>SP:</i>			

In this class we shall look at the principles of Wordsworth's poetic theory, read and discuss some of his best poetry written in the ten years between 1797-1807 and study the historical context of Romanticism as broadly as possible.

William Wordsworth is certainly one of the most important Romantic poets. He is also among the most influential poets of the English language. This is due to the publication of the *Lyrical Ballads* in 1798. The volume co-published with Samuel Taylor Coleridge does not only include some of the best works of both poets (*Tintern Abbey* and *Rime of the Ancient Mariner* for example) but also a critical sketch of Wordsworth's thoughts on the function of poetry in general. These ideas expressed in the *Preface to the Lyrical Ballads* make this publication perhaps the most significant poetic text since *An Apology for Poetry* by Sir Philip Sidney. Wordsworth's poetics deal with the dichotomy of the perceiving subject and the perceived object and argue for the growth of an inner-self and a new poetic self-consciousness that is the legacy (and burden) for all modern poetry until today.

Since this class is aimed at students with a particular interest in poetry our focus will be on close-readings of a selection of Wordsworth's poetry as well as of some of his contemporaries – especially Samuel Taylor Coleridge.

However, to appreciate Wordsworth's achievement in literature it is necessary to explore the historical context of its emergence. In this class we will then look at a variety of sources that further our understanding of the 'long 19th century' (Eric Hobsbawm) and discuss developments in politics, the arts, philosophy and the everyday life of people that underpin Wordsworth's prose and poetry.

If you already like poetry, this class is for you. If you never liked reading poetry before, this is a chance to change your mind.

A reader will be provided at the beginning of the semester. Course requirements will be discussed in the first meeting.

MASTERSTUDIENGÄNGE LEHРАМТ

154212	Childhood at the beginning of the twentieth century : the Edwardians and their culture, Group A (2 HS)		
	Do 8:30 – 10:00	R. 3.206	Bimberg
Modulzu-ordnungen:	LEHРАМТSTUDIENGÄNGE:		
	BA LA: 801, 802, 803		
	MA LA: 1301, 1302, 1303		
	LPO 2003		
	GHR: 5c	SP ₁ .Fach: 5c	B.A. _{ALK} : Kern 6bc Komp 3bc
	Gy/Ge: 7a,b	SP ₂ .Fach: 4b	B.A. _{AS} : TG5 Vertiefung
	BK: 7a,b		M.A. _{ALK} : 1b
	LPO 1994/2000: B3, E 1		
	LABG 2009		
	G:	HRG:601	GyGe/BK:601,701, 702
		SP:	

154213	Childhood at the beginning of the twentieth century : the Edwardians and their culture, Group B (2 HS)		
	Do 10:15 – 11:45	R. 3.206	Bimberg
Modulzu-ordnungen:	LEHРАМТSTUDIENGÄNGE:		
	BA LA: 801, 802, 803		
	MA LA: 1301, 1302, 1303		
	LPO 2003		
	GHR: 5c	SP ₁ .Fach: 5c	B.A. _{ALK} : Kern 6bc Komp 3a
	Gy/Ge: 7a,b	SP ₂ .Fach: 4b	B.A. _{AS} : TG5 Vertiefung
	BK: 7a,b		M.A. _{ALK} : 1b
	LPO 1994/2000: B3, E 1		
	LABG 2009		
	G:	HRG:601	GyGe/BK:601, 701,702
		SP:	

The seminar deals with a period which has only recently come under fresh new investigation, the Edwardian period (1900-1910; King Edward VII). As a transitional phase from Victorian to Modern the period is of crucial importance for the making of the Great Britain of the twentieth century. It forms a watershed between the world of before and after WWI. Historiography has come up with very contradictory assessments of the period: Golden Age vs. accumulating crisis.

Participants are invited to explore the character of the Edwardian period more critically: its realities, its domestic and international crises, its political, economic, and social conflicts (e.g. constitutional confrontation, industrial conflict, the Women's Suffrage movement, the Irish crisis, imperial problems, competition in Europe, WW I) and grasp its huge ambivalences. We will be looking at diverse areas of cultural practice as expressed through the lifestyles of the upper, middle and lower classes: food and meals, clothing, housing, literature, theatre, music, graphic arts and architecture, ballet, music hall, film, and cinema.

Social and cultural historians of the Edwardian period like to term this period the "Golden Age of childhood", due to significant changes in the children's culture which anticipate later twentieth-century developments. Some of them are the result of the Liberal social reforms of the time. The changes relate to notions of education, health and gender (schooling, housing, feeding, leisure time activities, sports, games, toys, reading etc.). Particularly striking is the increase of the socio-cultural significance of food and meals.

The special focus of the course will therefore be on the character of Edwardian childhood, the role of the food culture in it, and Edwardian conceptions of childhood. We will investigate the reasons for the special importance of food and meals in the Edwardian period and the children's culture of the time. Participants will have the opportunity to explore the character of the period through various narrative discourses: historiography, autobiography, biography/interviews and fiction.

Mandatory reading (primary and secondary literature) * recommended for purchase

- | | |
|----------------------|--|
| Read, Donald (ed.): | <i>Edwardian England</i> . London and Canberra: London: Croom Helm Ltd. In association with the Historical Association 1982. |
| Taylor, A.J.P.: | Prologue: The Year 1906, in Read, 1-13 ('Reader') |
| Read, Donald: | Introduction: Crisis Age or Golden Age?, in Read, 14-39 ('Reader') |
| Porter, Bernard: | The Edwardians and Their Empire, in Read, 128-144 ('Reader') |
| J.B. Priestley: | <i>The Edwardians</i> . London, Melbourne, Toronto, Johannesburg, Auckland: William Heinemann Limited/London: George Rainbird Limited 1970 (ews) |
| Paul Thompson : | <i>The Edwardians. The Remaking of British Society</i> . London: Weidenfeld and Nicolson 1975 (ews) |
| Vita Sackville-West: | <i>The Edwardians</i> . Virago 1978 (Hogarth Pr. 1930)(ews)* |

A 'Reader' with selected secondary literature will be available a week prior to the beginning of the course ("Copyshop").

Credits will be awarded on the basis of either:

- 'aktive Teilnahme' (e.g. oral presentation and shorter paper, Project)
- Literature/Culture Projects (presentation in class)
- term paper (including participation in class discussion)
- an end-of-term written exam

(All the deadlines are located within the term).

**Personal attendance during the first session is required to maintain the enrolment status.
The tasks will be assigned during the very first session already, so be here on time!**

154214	The birth of modern prose drama in Britain: Ibsen, Chekhov and Shaw, Group A (2 HS)		
	Di 12:15 – 13:45	R. 3.208	Bimberg
Modulzu-ordnungen:	LEHRAMTSTUDIENGÄNGE: BA LA: 801, 802, 803 MA LA:1301, 1302, 1303 LPO 2003		
	Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften		
	GHR: 5c	SP ₁ .Fach: 5c	B.A._ALK: Kern 6bc,7ac Komp 3bc
	Gy/Ge: 7a,b	SP ₂ .Fach: 4b	B.A._AS: TG5 Vertiefung
	BK: 7a,b		M.A._ALK: 1bc
	LPO 1994/2000: B3, E1		
	LABG 2009		
	G:	HRG:601	GyGe/BK:601, 701, 702
			SP:

154215	The birth of modern prose drama in Britain: Ibsen, Chekhov and Shaw, Group B (2 HS)		
	Di 14:15 – 15:45	R. 3.206	Bimberg
Modulzu-ordnungen:	LEHRAMTSTUDIENGÄNGE: BA LA: 801, 802, 803 MA LA:1301, 1302, 1303 LPO 2003		
	Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften		
	GHR: 5c	SP ₁ .Fach: 5c	B.A._ALK: Kern 6bc,7ac Komp 3bc
	Gy/Ge: 7a,b	SP ₂ .Fach: 4b	B.A._AS: TG5 Vertiefung
	BK: 7a,b		M.A._ALK: 1bc
	LPO 1994/2000: B3, E1		
	LABG 2009		
	G:	HRG:601	GyGe/BK:601, 701, 702
			SP:

The focus of the seminar will be on three representative playwrights who became highly influential in the development of drama and theatre in their respective countries at the turn of the nineteenth to the twentieth century: the Norwegian Henrik Ibsen (1828-1906), the Russian Anton Pavlovich Chekhov (1860-1904) and the Brit G.B. Shaw (1856-1950). Their dramatic works are linked to one another in terms of period, themes and style/theatrical representation. Transgressing the boundaries of their national literatures and cultures, the writers created forms of theatrical communication that provoked a modernisation of drama and theatre in Europe and overseas as well as in world literature. Shaw's achievements mark the difficult birth of modern prose drama in Britain.

Chekhov was regarded as the finest Russian writer of short stories and plays of his time. His success and influence in England has been enormous. Since 1903 most of his work had been translated into English (e.g. by Constance Garnett and Ronald Hingley). The Incorporated Stage Society's 1911 London production of *The Cherry Orchard* was much admired by Arnold Bennett, E.M. Forster, V. Woolf, W. Gerhardie and J.M. Murry (who placed Chekhov above Joyce and Proust) and especially Katherine Mansfield. Her stories are held to be the main channel through which Chekhov's work impacted England. G.B. Shaw declared that reading Chekhov's plays made him want to tear up his own, and went on to write *Heartbreak House* as a tribute to him.

The seminar will work on drama theory, drama and stage history (references to Nikolay Gogol, Alexander Ostrovsky, Maxim Gorky, Konstantin Stanislavsky, Vladimir Nemirovich-Danchenko, Bertolt Brecht) and on important movements and styles such as realism, naturalism, modernism, symbolism, and expressionism.

Mandatory reading (primary and secondary literature)

* recommended for purchase

- | | |
|-------------------|--|
| Henrik Ibsen | A Doll's House (1879)(ews)* |
| Anton P. Chekhov: | The Seagull (<i>Chayka</i>) (1895)(ews)* |
| | The Cherry Orchard (Vishnevyy sad) (1904)(ews)* |
| G.B. Shaw: | Heartbreak House (1919)[C 14808-5] (ews)* |
| | Candida (1897)(ews)* |
| | The Quintessence of Ibsenism (1891)('Reader') |
| | The Intelligent Woman's Guide to Socialism and Capitalism (1928)('Reader') |

Video presentations of film adaptations of the plays are included.

A 'Reader' with selected secondary literature will be available a week prior to the beginning of the course ("Copyshop").

Credits will be awarded on the basis of either:

- 'aktive Teilnahme' (e.g. oral presentation and shorter paper , Project)
- Literature/Culture Projects (presentation in class)
- Portfolio
- term paper (including participation in class discussion)

(All the deadlines are located within the term).

Personal attendance during the first session is required to maintain the enrolment status.

The tasks will be assigned during the very first session already, so be here on time!

154216	New Wave: James Graham Ballard, Brian Aldiss, Thomas M. Disch, Philip K. Dick – Group A (2 HS)		
	Mo 12:15 – 13:45	R. 3.205	Schlensag
Modulzu-ordnungen:	LEHРАMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 501, 801, 802, 803		
	MA LA: 1301, 1302, 1303		
	LPO 2003		
	GHR: 5c	SP ₁ .Fach: 5c	
	Gy/Ge: 7ab	SP ₂ .Fach: 4b	
	BK: 7ab	M.A. _{ALK} : 1abc, 2bc	
	LPO 1994/2000: B3, E1		
	LABG 2009		
	G:	HRG: 601	

154217	New Wave: James Graham Ballard, Brian Aldiss, Thomas M. Disch, Philip K. Dick – Group B (2 HS)		
	Mo 10:15 – 11:45	R. 3.205	Schlensag
Modulzu-ordnungen:	LEHРАMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 501, 801, 802, 803		
	MA LA: 1301, 1302, 1303		
	LPO 2003		
	GHR: 5c	SP ₁ .Fach: 5c	
	Gy/Ge: 7ab	SP ₂ .Fach: 4b	
	BK: 7ab	M.A. _{ALK} : 1abc, 2bc	
	LPO 1994/2000: B3, E1		
	LABG 2009		
	G:	HRG: 601	

Literary genres are difficult to define and their exact periodization is easier said than done, too. Hence, it is an intricate problem to pin down the beginning of science fiction literature. For a long time consensus among critics was, however, that science fiction is not a literary genre of high reputation when compared to other literatures. In British literature the beginning of science fiction as a serious form of writing can be identified quite accurately: In 1964 Michael Moorcock became the new editor for the periodical "New Worlds" and announced the birth of the "New Wave". "New Worlds" perished in 1971 but in the seven years of its existence the editor and a collective of writers dedicated themselves to promote and employ literary techniques that changed the face of more traditional science fiction writing. The movement borrowed literary devices from writers such as James Joyce or William S. Burroughs; they adopted techniques from the fine arts – especially Surrealism and Pop-Art and last but not least they incorporated parodies or pastiches from older writers conveyed, more often than not, with brooding irony. They created a literature full of experiments that had a deliberate social awareness and dealt with politics and life-styles of the present projected into a future setting.

Besides theoretical texts dealing with science fiction in general and the "New Wave" in particular, writers discussed in class include James Graham Ballard, Brian Aldiss, Thomas M. Disch and Philip K. Dick. Since Ballard is often considered to be the most successful author of the movement there shall be a strong focus on his literary work and his theoretical assumptions.

We will also pay special attention to two film adaptations based on Ballard's texts: David Cronenberg's controversial *Crash* from 1991 and Jonathan Weiss' first feature film from 2001 *The Atrocity Exhibition*.

A reader including theoretical texts and short stories will be provided at the beginning of the semester.

For our discussion the following texts are recommended and should be purchased by the participants:

James Graham Ballard: *The Atrocity Exhibition*, Flamingo Modern Classics, 2001.

James Graham Ballard: *Crash*, Picador, 2001.

Brian Aldiss, *Frankenstein Unbound*, Harper Collins, 1982.

Thomas M. Disch: *Camp Concentration*, Vintage Books, 1999.

Philip K. Dick: *Ubik*, SF Masterworks, 2010.

This class will give students the chance to participate in a conference on Philip K. Dick that is organized by the IAA and takes place from the 15-18 of November at the TU Dortmund University. For more information please visit: philipkdkconferencedortmund.com

Assignments for students include:

LPO 1994: 'aktive Teilnahme': Referat und Ausarbeitung; credit A: oral presentation and 'Hausarbeit'

LPO 2003: 'Hausarbeit'

BML: 'Hausarbeit' or written test ('Klausur')

B.A. students Angewandte Sprach- und Literaturwissenschaften: 'aktive Teilnahme': Referat und Ausarbeitung; SP: 'Hausarbeit'

Master students Angewandte Sprach- und Literaturwissenschaften: 'Hausarbeit'

Students of journalism (Master): Written Test/'Klausur' or 'Hausarbeit'

154220 The Globalisation of Education: an African Experience (2 HS)			
	Blockseminar 18.02. – 22.02.2013 Je 9:00 – 16:00	R. 3.208	Paasche
Modulzu-ordnungen:	LEHRAMTSTUDIENGÄNGE:		
	BA LA: 501, 801, 802		
	MA LA: 1301, 1302		
	LPO 2003		
	GHR: 5c	SP ₁ .Fach: 5c	B.A. _{ALK} : Kern 6c,7ac Komp: 3c,4a
	Gy/Ge: 6ab	SP ₂ .Fach: 4b	B.A. _{AS} : TG5 Vertiefung
	BK: 6ab		M.A. _{ALK} : 1bc, 3ac
	LPO 1994/2000: B5, E3		
	LABG 2009		
G:		HRG: 601	GyGe/BK: 601
			SP:

The process of financial and industrial globalization has had dramatic effects on education worldwide. Across the globe 21st century pupils learn English, become adept at using computers. 'Marketability' is touted as one of the most desirable goals of education systems worldwide. Little attention seems to be paid to education beyond the selfish utilitarian philosophy of materialist capitalism where facts, 'figures and averages, and nothing else' are all important. It is a philosophy Charles Dickens satirizes so aptly in the character of Mr. Gradgrind in *Hard Times*.

Long before the advent of globalized education as we know it today, members of African colonies were subjected to European educational values. In *The Education of a British-Protected Child*, Nigerian writer Chinua Achebe discusses the education of his own children, saying: "... parents must not assume that all they had to do for books was to find the smartest department store and pick up the most attractive-looking book in stock. Our complacency was well and truly rebuked by the poison we now saw wrapped and taken home to our little girl. I learned that if I wanted a safe book for my child I should at least read it through and at best write it myself." In *Dreams in a Time of War* Kenyan writer Ngugi wa Thiong'o explores the process of an education system that can cut its recipients off from their own culture, tradition and identity, yet offers undreamed of possibilities to those who are familiar with it premises. Both writers are the children of fathers who had several wives and grew up at what can perhaps best be described as the intersection of tradition and modernity. Both grew up in British colonies – on either side of the African continent – and experienced the turbulent years of *Uhuru* when Africa was freeing itself from colonial rule and re-claiming its own identity. Both struggled with their identities as British colonial subjects as well as with their relationship to a supposedly politically independent African state. In these memoirs they examine the writing process itself; issues of language as they relate to identity; their countries' political development; their own evolving loyalties and identities; their relationship to literature and story-telling.

In this Hauptseminar we will join them in this exploration.

Required Texts:

Chinua Achebe: *The Education of a British-Protected Child*

Ngugi wa Thiong'o: *Dreams in a Time of War – a childhood memoir*

Ngugi wa Thiong'o: *Decolonising the Mind*

Britische Kulturwissenschaft

1. STUDIENPHASE

154501	English-speaking Cultures of the World - Group A (2 PS)						
	Mo 08:30 – 10:00	R. 3.208	Schliensag				
Modulzu-ordnungen:	LEHRAMTSTUDIENGÄNGE:			Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften			
	BA LA: 102						
	MA LA:						
	LPO 2003						
	GHR: 1b	SP ₁ .Fach: 1b	B.A.ALK: Kern 2bc				
	Gy/Ge: 1b	SP ₂ .Fach: 1b	B.A.AS: -				
	BK: 1b		M.A.ALK: -				
	LPO 1994/2000: E1						
	LABG 2009						
	G: 402	HRG: 402	GyGe/BK: 402	SP: 402			

154502	English-speaking Cultures of the World - Group B (2 PS)						
	Di 16:15 – 17:45	3.208	Hein				
Modulzu-ordnungen:	LEHRAMTSTUDIENGÄNGE:			Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften			
	BA LA: 102						
	MA LA:						
	LPO 2003						
	GHR: 1b	SP ₁ .Fach: 1b	B.A.ALK: Kern 2bc				
	Gy/Ge: 1b	SP ₂ .Fach: 1b	B.A.AS:				
	BK: 1b		M.A.ALK:				
	LPO 1994/2000: E1						
	LABG 2009						
	G: 402	HRG: 402	GyGe/BK: 402	SP: 402			

154503	English-speaking Cultures of the World - Group C (2 PS)						
	Mi 14:15 – 15:45	3.206	Hein				
Modulzu-ordnungen:	LEHRAMTSTUDIENGÄNGE:			Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften			
	BA LA: 102						
	MA LA:						
	LPO 2003						
	GHR: 1b	SP ₁ .Fach: 1b	B.A.ALK: Kern 2bc				
	Gy/Ge: 1b	SP ₂ .Fach: 1b	B.A.AS:				
	BK: 1b		M.A.ALK:				
	LPO 1994/2000: E1						
	LABG 2009						
	G: 402	HRG: 402	GyGe/BK: 402	SP: 402			

154504	English-speaking Cultures of the World - Group D (2 PS)						
	Do 10:15 – 11:45	R. 0.220	Hologa				
Modulzu-ordnungen:	LEHRAMTSTUDIENGÄNGE:			Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften			
	BA LA: 102						
	MA LA:						
	LPO 2003						
	GHR: 1b	SP ₁ .Fach: 1b	B.A.ALK: Kern 2bc				
	Gy/Ge: 1b	SP ₂ .Fach: 1b	B.A.AS:				
	BK: 1b		M.A.ALK:				
	LPO 1994/2000: E1						
	LABG 2009						
	G: 402	HRG: 402	GyGe/BK: 402	SP: 402			

This is a course for beginners who want to be introduced to English-speaking cultures of the world. The focus will be on the Caribbean, African and Asian countries as well as Australia and New Zealand. A reader will be provided at the beginning of term. Credits for this class will be awarded on the basis of regular attendance, participation and successful passing of the written assignments.

154505	Are You Scared Yet? British Horror (2 PS)			
	Do 10:15 – 11:45		R. U 331	Lenz
Modulzu-ordnungen:	LEHRAMTSTUDIENGÄNGE:			Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 103 MA LA: LPO 2003			
	GHR: 1e	SP ₁ .Fach: 1e	B.A._ALK: Kern 1c, 2bc, 3c, Komp 1b, 2d	
	Gy/Ge: 1e, 4b	SP ₂ .Fach: -	B.A._AS: -	
	BK: 1e, 4b		M.A._ALK: -	
	LPO 1994/2000: B3, E1			M.A._AS: -
	LABG 2009			
	G: 601	HRG: 403	GyGe/BK: 403	SP:

"I recognize terror as the finest emotion and so I will try to terrorize the reader. But if I find that I cannot terrify, I will try to horrify, and if I find that I cannot horrify, I'll go for the gross-out."
(Stephen King: *Danse Macabre*)

Horror presents its readers and viewers with the opportunity to confront one's own fears and experience the guilty pleasure of indulging in other people's fears. But it is not only that. As Stephen King points out, there are more than just "scary stories". In fact, there is a broad variety of texts that make our skin crawl and our spines chill.

In the course of this seminar, we will deal with a great variety of texts and topics. Starting with one of the most popular horror stories of all time, Bram Stoker's *Dracula*, we will work our way through time and culture and come across the great diversity that is horror. Is there a difference between scary stories written by male and female authors? Can horror addressing children really be considered terrifying? Just as we will discuss "scary movies", we will look at funny or even camp horror. Maybe there is even a development that leads away from "grossing-out" audiences and reinforces very basic scares that will no longer seem fictitious (who has ever seen zombies walk the earth?) but very close to home ...

Do you dare the scare?

Please be aware that many of the movies we will watch are rated "18" (FSK 18)!

Students should buy Bram Stoker *Dracula* (Norton Critical Edition; ISBN: 978-0393970128). Please start reading the novel as soon as possible!

An additional reader will be made available at the beginning of the semester at the copyshop below the "Sonnendeck".

154506	Thatcherism and the Cinema (2 PS)			
	Mo 12:15 – 13:45		R. 3.208	Espinosa Garrido
Modulzu-ordnungen:	LEHRAMTSTUDIENGÄNGE:			Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 103 MA LA: LPO 2003			
	GHR: 1e	SP ₁ .Fach: 1e	B.A._ALK: Kern 1c, 2bc, 3bc, Komp 1b, 2d	
	Gy/Ge: 1e	SP ₂ .Fach: -	B.A._AS: -	
	BK: 1e		M.A._ALK: -	
	LPO 1994/2000: E1			M.A._AS: -
	LABG 2009			
	G: 601	HRG: 403	GyGe/BK: 403	SP:

The British nineteen-eighties are inexorably linked to Margaret Thatcher and her policies. Most landmarks of her premiership between 1979 and 1990 are the results of a decade of monetarist economic policies and a belief in the beneficial powers of a free market: privatization, the shattering of unions, the Falklands' War, a renewed sense of nationalism, economic efficiency, and budget surpluses – all at the cost of unemployment, inflation, social strife, the creation of an impoverished post-working class and an enormous equality gap that still prevails.

All of these issues have been addressed, defended and also fiercely challenged throughout her premiership, in political discourse as well as the arts, especially in British cinema. Drawing on the long tradition of Britain's most important genre, *British Social Realism*, the eighties saw a multitude of - sometimes radical - films that critically commented on the state of the nation. At the same time many films sought to represent a traditional notion of British identity, expressed in what is known today as *Heritage Cinema*. This course is about the different ways in which *Thatcherism* has influenced the constructions of society in British Cinema. We will establish methods to talk about films in general and examine the most important filmic commentaries of that era to find out how the links between political Britain and cinematic Britain work - and we will address the question, "what does the cinema tell us, that mere politics won't?"

Among the films we will take into account are Stephen Frears' and Hanif Kureishi's masterpiece *My Beautiful Laundrette* (1985), David Drury's paranoid thriller *Defence of the Realm* (1985), Peter Greenaway's comedy *The Cook, the Thief, His Wife, and Her Lover* (1989) but also more traditional films such as Richard Attenborough's *Ghandi* (1982) and Hugh Hudson's *Chariots of Fire* (1981). In their historical context all of these films exhibit political undertones and concepts which bridge the gaps between politics and the arts and help us gain an understanding of British society during the premiership of Margaret Thatcher.

Course requirements will be discussed in the first session.

154507	Caribbean Women's Literature (2 PS)		
	Do 16:00 – 17:30	R. 3.207	Braunstein
Modulzu-ordnungen:	LEHRAMTSTUDIENGÄNGE:		
	BA LA: 103		
	MA LA:		
	LPO 2003		
	GHR: 1e	SP ₁ .Fach: 1e	B.A._ALK: Kern 1c, 2b, 3b Komp 1b
	Gy/Ge: 1e	SP ₂ .Fach: -	B.A._AS: -
	BK: 1e	-	M.A._ALK: -
	LPO 1994/2000: B5, E1		
	LABG 2009		
G: 601		HRG: 403	GyGe/BK: 403
SP:			

In this course, we will read the work of various women writers from the Caribbean region, examining the texts from a feminist as well as a postcolonial perspective. Novels will include *Lucy* by Jamaica Kincaid (Antigua, Farrar, Straus & Giroux), *Breath, Eyes, Memory* by Edwidge Danticat (Haiti, Vintage Contemp.) and *In Another Place, Not Here* by Dionne Brand (Trinidad, Grove Press).

NB: *Since not all books are easily available, please be sure to place your orders well in advance of the course's start date.*

Course requirements will be discussed in the first session.

154210	Bessie Head: A Search for Identity (2 PS)		
	Blockseminar	R. 3.208	
Modulzu-ordnungen:	11.02. – 15.02.2013		
	Je 9:00 – 16:00		
	LEHRAMTSTUDIENGÄNGE:		
	BA LA: 103		
	MA LA:		
	LPO 2003		
	GHR: 1e	SP ₁ .Fach: 1e	B.A._ALK: Kern 2b, 3b Komp 1b
	Gy/Ge: 1e, 4b	SP ₂ .Fach: 1e	B.A._AS: -
	BK: 1e, 4b	-	M.A._ALK: -
LPO 1994/2000:		M.A._AS: -	
LABG 2009			
G: 601		HRG: 403	GyGe/BK: 403
SP:			

Born in a mental hospital to a mother declared mentally insane because she was pregnant by a black lover; rejected by the white community, even by her own family (all except her grandmother); persecuted as a school child in a Catholic school; Bessie Head's dream was to write "an enduring novel on the hideousness of racial prejudice." But also one that was "so beautiful and so magical that [she], as the writer, would long to read and re-read it." In *Maru* she does just that as she explores the origins of racism and tribalism and begins to confront her own prejudices. In *A Question of Power* she continues this journey as she depicts the insanity of racism in the psyche of one individual. Both books are set in Botswana where a school (*Maru*) and a garden (*A Question of Power*) become the arena where internal and societal transformation takes place and new identities and relationships are forged.

In this *Proseminar* we will accompany Bessie Head in her search for identity – as a South African 'Coloured'; as a person recovering from a mental breakdown; as a woman; as a writer who pushes the novelistic genre to new limits as she incorporates conflicting social structures in a Western literary style.

Required Texts:

Bessie Head: *Maru*
Bessie Head: *A Question of Power*

2. STUDIENPHASE

154508	The North of England: History, Culture, Film (2 HS)		
	Mo 18:00 – 19:30	R. 3.208	Schmid
Modulzu-ordnungen:	LEHRAMTSTUDIENGÄNGE:		
	BA LA: 501, 801, 802, 803		
	MA LA: 1301, 1302, 1303		
	LPO 2003		
	GHR: 5c	SP ₁ .Fach: 5c	B.A._ALK: Kern 6abc,7bc Komp 3bc,4a
	Gy/Ge: 6ab, 7ab	SP ₂ .Fach: 4b	B.A._AS: TG5 Vertiefung
	BK: 6ab, 7ab	-	M.A._ALK: 1abc, 2abc
	LPO 1994/2000: B3, E1		
	LABG 2009		
G:		HRG: 601	GyGe/BK: 601, 701, 702
SP:			

If Yorkshire and the Lake District were much admired by Romantic poets, the industrial North of England has rarely been cherished by tourists. Yet the former textile centres Liverpool, Bradford, and Manchester have attracted numerous visitors: merchants, social critics, journalists. This seminar will cover a variety of issues concerned with the industrial and post-industrial North from the early nineteenth century to the present day. We will proceed from the early history of industrialization and its social impact to the present-day Northern cities, the centres of a new popular leisure culture. Our material will include paintings of the industrial landscape (such as L.S. Lowry's), Robert Roberts's autobiography, which is set in the slums of Salford, Hanif Kureishi's reflections on multicultural Bradford, the film *Billy Elliot* (2000), set during the 1984/85 miners' strike, and the long-running soap opera *Coronation Street*. An analysis of the Liverpool and Manchester cultural scene will conclude our survey. Besides, this seminar will introduce students to some theoretical key texts from the field of Cultural Studies. A reader will be made available at the beginning of the semester. A detailed plan of the semester and an in-depth bibliography will be available in the first session. Course requirements will be discussed in the first session.

Introductory reading:

Christoph Ehland (ed.), *Thinking Northern: Textures of Identity in the North of England* (Amsterdam: Rodopi, 2007).

154509	Coffee and Coffee-Houses in the 17 th and 18 th Centuries (2 HS)			
	Di 12:15 – 13:45	R. 3.207	Schmid	
Modulzu-ordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften	
	BA LA: 501, 802, 803			
	MA LA: 1302, 1303			
	LPO 2003			
	GHR: 5c	SP _{1,Fach:} 5c	B.A. _{ALK:} Kern 6abc, 7a Komp 3abc	
	Gy/Ge: 6b	SP _{2,Fach:} 4b	B.A. _{AS:} TG5 Vertiefung	
	BK: 6b		M.A. _{ALK:} 1abc, 2b	
LPO 1994/2000: E1		M.A. _{AS:} TG5		
LABG 2009				
G:	HRG: 601	GyGe/BK: 601, 701, 702	SP:	

Coffee and coffee-houses played an important role for the emerging civil society of the late 17th and 18th centuries. Numerous texts react to coffee, the new consumer item, which facilitated the luxury of being reasonable – or maybe unreasonable – together but also provided a reason for indulging in luxuries. Pamphlets, poems, plays, mock sermons, and other writing about coffee embody the fears and reflect the discussions surrounding the role of the individual in the community and the emerging public sphere. Such texts about coffee are often satires, like *The Women's Petition Against Coffee* (1674). In this course, we will read and discuss texts about coffee, conversation, sociability, and the public sphere (e.g. Habermas) and also probe into methods of cultural history. A reader with the texts to be discussed will be made available at the beginning of the semester. Course requirements will be discussed in the first session.

Introductory Reading:

Markman Ellis, *The Coffee-House. A Cultural History* (London: Weidenfeld & Nicolson, 2004); paperback: London: Orion, 2005.

Brian Cowan, *The Social Life of Coffee. The Emergence of the British Coffeehouse* (New Haven: Yale University Press, 2005).

Steve Pincus, "'Coffee Politicians Does Create': Coffeehouses and Restoration Political Culture," *Journal of Modern History* 67 (1995), 807-34.

154510	Fantasy Bestsellers: C.S. Lewis, J.R.R. Tolkien, and Philip Pullman (2 HS)			
	Mo 16:15 – 17:45	R. 3.427	Schmid	
Modulzu-ordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften	
	BA LA: 501, 801, 802, 803			
	MA LA: 1301, 1302, 1303			
	LPO 2003			
	GHR: 5c	SP _{1,Fach:} 5c	B.A. _{ALK:} Kern 6abc, 7bc Komp 3abc, 4a	
	Gy/Ge: 7ab	SP _{2,Fach:} 4b	B.A. _{AS:} TG5 Vertiefung	
	BK: 7ab		M.A. _{ALK:} 1abc, 2abc	
LPO 1994/2000: B3, E1		M.A. _{AS:} TG5		
LABG 2009				
G:	HRG: 601	GyGe/BK: 601, 701, 702	SP:	

This seminar will treat Fantasy Bestsellers: J.R.R. Tolkien's *Hobbit* (1937), C.S. Lewis' *The Lion, the Witch, and the Wardrobe* (1950), and Philip Pullman's *Northern Lights* (1995; retitled as *The Golden Compass* in the US), the first volume of the trilogy *His Dark Materials*. The course will deal with popular culture, the fantastic mode, the genre of children's literature, gender, fan websites, the phenomenon of bestsellers for all age groups, and the marketing of fantasy. We will also analyse the recent film version (2005) of *The Lion, the Witch, and the Wardrobe* and ask ourselves what it means to adapt a book. Please read *The Hobbit* for the second session. Course requirements will be discussed in the first session.

Students are asked to buy and read:

J.R.R. Tolkien, *The Hobbit* (London: HarperCollins, 2008)

C.S. Lewis, *The Lion, the Witch, and the Wardrobe* (London: HarperCollins, 1994).

Philip Pullman, *Northern Lights* (London: Scholastic, 2001).

Additional knowledge of fantasy (books and films) will be useful.

154511	Visions of India (2 HS)				
	Di 08:30 – 10:00		R. 3.406	Schmid	
Modulzu-ordnungen:	LEHRAMTSTUDIENGÄNGE:			Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	BA LA: 501, 801, 802, 803				
	MA LA: 1301, 1302, 1303				
	LPO 2003				
	GHR: 5c	SP _{1,Fach:} 5c	B.A. _{ALK:} Kern 6bc, 7abc Komp 3bc		
	Gy/Ge: 6ab, 7ab	SP _{2,Fach:} 4b	B.A. _{AS:} TG5 Vertiefung		
	BK: 6ab, 7ab		M.A. _{ALK:} 1b, 2abc, 3ac		
	LPO 1994/2000: B5, E1				
	LABG 2009				
	G:	HRG: 601	GyGe/BK: 601, 701, 702	SP:	

This course will introduce students to a range of issues concerning India. After a brief historical survey from the beginning of the British East India Company (1600) to today's powerful modern state, we will read a number of texts (essays, fiction, theory) and also analyse a film. We will start in the late colonial period and read some key texts (e.g. Kipling's "The White Man's Burden") that served to justify imperialism. We will then consider one of the best-known examples of Anglo-Indian fiction, E.M. Forster's *Passage to India* (1924), and the cultural identities the novel discusses. The second half of the seminar will be devoted to India after independence (1947): cultural, social, and religious issues. An analysis of the film *Slumdog Millionaire* (2008) will round off our discussions. A reader with the texts will be made available at the beginning of the semester. Course requirements will be discussed in the first session.

Students should buy and read:

E.M. Forster, *A Passage to India*, ed. Oliver Stallybrass (London: Penguin, 1989).

Introductory Reading:

Shashi Tharoor, *India from Midnight to the Millennium* (New York: Arcade Publishing, 1997).

155216	New Wave: James Graham Ballard, Brian Aldiss, Thomas M. Disch, Philip K. Dick – Group A (2 HS)				
	Mo 12:15 – 13:45		R. 3.205	Schlensag	
Modulzu-ordnungen:	LEHRAMTSTUDIENGÄNGE:			Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	BA LA: 501, 801, 802, 803				
	MA LA: 1301, 1302, 1303				
	LPO 2003				
	GHR: 5c	SP _{1,Fach:} 5c	B.A. _{ALK:} Kern 6c, 7abc Komp 3c,4a		
	Gy/Ge: 7ab	SP _{2,Fach:} 4b	B.A. _{AS:} TG5 Vertiefung		
	BK: 7ab		M.A. _{ALK:} 1abc, 2bc		
	LPO 1994/2000: B3, E1				
	LABG 2009				
	G:	HRG: 601	GyGe/BK: 601, 701, 702	SP:	

154217	New Wave: James Graham Ballard, Brian Aldiss, Thomas M. Disch, Philip K. Dick – Group B (2 HS)				
	Mo 10:15 – 11:45		R. 3.205	Schlensag	
Modulzu-ordnungen:	LEHRAMTSTUDIENGÄNGE:			Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	BA LA: 501, 801, 802, 803				
	MA LA: 1301, 1302, 1303				
	LPO 2003				
	GHR: 5c	SP _{1,Fach:} 5c	B.A. _{ALK:} Kern 6c, 7abc Komp 3c,4a		
	Gy/Ge: 7ab	SP _{2,Fach:} 4b	B.A. _{AS:} TG5 Vertiefung		
	BK: 7ab		M.A. _{ALK:} 1abc, 2bc		
	LPO 1994/2000: B3, E1				
	LABG 2009				
	G:	HRG: 601	GyGe/BK: 601, 701, 702	SP:	

Literary genres are difficult to define and their exact periodization is easier said than done, too. Hence, it is an intricate problem to pin down the beginning of science fiction literature. For a long time consensus among critics was, however, that science fiction is not a literary genre of high reputation when compared to other literatures. In British literature the beginning of science fiction as a serious form of writing can be identified quite accurately: In 1964 Michael Moorcock became the new editor for the periodical "New Worlds" and announced the birth of the "New Wave". "New Worlds" perished in 1971 but in the seven years of its existence the editor and a collective of writers dedicated themselves to promote and employ literary techniques that changed the face of more traditional science fiction writing. The movement borrowed literary devices from writers such as James Joyce or William S. Burroughs; they adopted techniques from the fine arts – especially Surrealism and Pop-Art and last but not least they incorporated parodies or pastiches from older writers conveyed, more often than not, with brooding irony. They created a literature full of experiments that had a deliberate social awareness and dealt with politics and life-styles of the present projected into a future setting.

Besides theoretical texts dealing with science fiction in general and the "New Wave" in particular, writers discussed in class include James Graham Ballard, Brian Aldiss, Thomas M. Disch and Philip K. Dick. Since Ballard is often considered to be the most successful author of the movement there shall be a strong focus on his literary work and his theoretical assumptions.

We will also pay special attention to two film adaptations based on Ballard's texts: David Cronenberg's controversial *Crash* from 1991 and Jonathan Weiss' first feature film from 2001 *The Atrocity Exhibition*. A reader including theoretical texts and short stories will be provided at the beginning of the semester.

For our discussion the following texts are recommended and should be purchased by the participants:
James Graham Ballard: *The Atrocity Exhibition*, Flamingo Modern Classics, 2001.

James Graham Ballard: *Crash*, Picador, 2001.

Brian Aldiss, *Frankenstein Unbound*, Harper Collins, 1982.

Thomas M. Disch: *Camp Concentration*, Vintage Books, 1999.

Philip K. Dick: *Ubik*, SF Masterworks, 2010.

This class will give students the chance to participate in a conference on Philip K. Dick that is organized by the IAA and takes place from the 15-18 of November at the TU Dortmund University. For more information please visit: philipkdkickconferencedortmund.com

Assignments for students include:

LPO 1994: 'aktive Teilnahme': Referat und Ausarbeitung; credit A: oral presentation and 'Hausarbeit'

LPO 2003: 'Hausarbeit'

BML: 'Hausarbeit' or written test ('Klausur')

B.A. students Angewandte Sprach- und Literaturwissenschaften: 'aktive Teilnahme': Referat und Ausarbeitung; SP: 'Hausarbeit'

Master students Angewandte Sprach- und Literaturwissenschaften: 'Hausarbeit'

Students of journalism (Master): Written Test/'Klausur' or 'Hausarbeit'

154220 The Globalisation of Education: an African Experience (2 HS)			
	Blockseminar 18.02. – 22.02.2013 Je 9:00 – 16:00	R. 3.208	Paasche
Modulzu- ordnungen:	LEHРАMТSTUDIENGÄNGE: BA LA: 501, 801, 802 MA LA: 1301, 1302 LPO 2003		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	GHR: 5c	SP ₁ .Fach: 5c	B.A._ALK: 6c,7ac Komp 3c,4a
	Gy/Ge: 6ab	SP ₂ .Fach: 4b	B.A._AS: TG5 Vertiefung
	BK: 6ab		M.A._ALK: 1bc, 3ac
	LPO 1994/2000:		M.A._AS: TG5
	LABG 2009		
	G:	HRG: 601	GyGe/BK: 601
			SP:

The process of financial and industrial globalization has had dramatic effects on education worldwide. Across the globe 21st century pupils learn English, become adept at using computers. 'Marketability' is touted as one of the most desirable goals of education systems worldwide. Little attention seems to be paid to education beyond the selfish utilitarian philosophy of materialist capitalism where facts, 'figures and averages, and nothing else' are all important. It is a philosophy Charles Dickens satirizes so aptly in the character of Mr. Gradgrind in *Hard Times*.

Long before the advent of globalized education as we know it today, members of African colonies were subjected to European educational values. In *The Education of a British-Protected Child*, Nigerian writer Chinua Achebe discusses the education of his own children, saying: "... parents must not assume that all they had to do for books was to find the smartest department store and pick up the most attractive-looking book in stock. Our complacency was well and truly rebuked by the poison we now saw wrapped and taken home to our little girl. I learned that if I wanted a safe book for my child I should at least read it through and at best write it myself." In *Dreams in a Time of War* Kenyan writer Ngugi wa Thiong'o explores the process of an education system that can cut its recipients off from their own culture, tradition and identity, yet offers undreamed of possibilities to those who are familiar with it premises. Both writers are the children of fathers who had several wives and grew up at what can perhaps best be described as the intersection of tradition and modernity. Both grew up in British colonies – on either side of the African continent – and experienced the turbulent years of *Uhuru* when Africa was freeing itself from colonial rule and re-claiming its own identity. Both struggled with their identities as British colonial subjects as well as with their relationship to a supposedly politically independent African state. In these memoirs they examine the writing process itself; issues of language as they relate to identity; their countries' political development; their own evolving loyalties and identities; their relationship to literature and story-telling.

In this Hauptseminar we will join them in this exploration.

Required Texts:

Chinua Achebe: *The Education of a British-Protected Child*

Ngugi wa Thiong'o: *Dreams in a Time of War – a childhood memoir*

Ngugi wa Thiong'o: *Decolonising the Mind*

154643	NY-LON: Who You Gonna Call... (2 HS)		
	Blockseminar 13.10.2012, 27.10.2012, 03.11.2012, 08.12.2012, 19.01.2013 Je 10:00 – 16:00	R. 3.208	Laemmerhirt/Lenz
Modulzu-ordnungen:	LEHRAMTSTUDIENGÄNGE:		
	BA LA: 803, 903 MA LA: 1303, 1403		
	LPO 2003		
	GHR:	SP ₁ .Fach:	B.A. _{ALK} : Kern 6c, 7bc, 8ab Komp 3c, 4abc
	Gy/Ge:	SP ₂ .Fach:	B.A. _{AS} : TG5 Vertiefung
	BK:		M.A. _{ALK} : 1c, 2abc, lab
	LPO 1994/2000: B5, E1		
LAGB 2009		M.A. _{AS} : TG5	
G:		HRG:	GyGe/BK: 701,702
SP:			

In our modern times one would have thought that we do not need others to take care of us anymore. But the recent boom in superhero movies has taught us that we are indeed wrong. However, Batman is broken, Captain America is disoriented and Kick-Ass does not even have powers... To misquote *The Dark Knight*: Every society gets the hero it deserves. So what does it tell us about ourselves and our past, present and future heroes and heroines? And what exactly is a hero/ine and how does s/he become one?

This Blockseminar is designed to give you an outlook on what it means to work scientifically. On five Saturdays, you will learn creative and academic writing which will culminate in a small conference at which you will present your papers – via the up-and-coming form of a Science Slam. As this course is taking place only on weekends, students are expected to do their own research and writings and present their findings/output to the group.

Meeting on the weekends, you will be tutored not only by the lecturers but also by your fellow students and thus it requires active participation as well as the incentive to work autonomously. As this is a project seminar, we can take only 15 participants in the "2. Studienphase". Students who would like to participate should apply via email to: christian.lenz@tu-dortmund.de by September, 25th.

Participants are expected to purchase and read Alan Moore et al. *The League of Extraordinary Gentlemen, Vol 1* (ISBN: 978-1563898587).

Dates for Blockseminar:

13.10.; 27.10.; 03.11.; 08.12.; 19.01.13 (Saturdays)

MASTERSTUDIENGÄNGE LEHRAMT

154508	The North of England: History, Culture, Film (2 HS)		
	Mo 18:00 – 19:30	R. 3.208	Schmid
Modulzu-ordnungen:	LEHRAMTSTUDIENGÄNGE:		
	BA LA: 501, 801, 802, 803 MA LA: 1301, 1302, 1303		
	LPO 2003		
	GHR: 5c	SP ₁ .Fach: 5c	B.A. _{ALK} : Kern 6abc,7bc Komp 3bc,4a
	Gy/Ge: 6ab, 7ab	SP ₂ .Fach: 4b	B.A. _{AS} : TG5 Vertiefung
	BK: 6ab, 7ab		M.A. _{ALK} : 1abc, 2abc
	LPO 1994/2000: B3, E1		
LAGB 2009		M.A. _{AS} :TG5	
G:		HRG: 601	GyGe/BK: 601, 701, 702
SP:			

If Yorkshire and the Lake District were much admired by Romantic poets, the industrial North of England has rarely been cherished by tourists. Yet the former textile centres Liverpool, Bradford, and Manchester have attracted numerous visitors: merchants, social critics, journalists. This seminar will cover a variety of issues concerned with the industrial and post-industrial North from the early nineteenth century to the present day. We will proceed from the early history of industrialization and its social impact to the present-day Northern cities, the centres of a new popular leisure culture. Our material will include paintings of the industrial landscape (such as L.S. Lowry's), Robert Roberts's autobiography, which is set in the slums of Salford, Hanif Kureishi's reflections on multicultural Bradford, the film *Billy Elliot* (2000), set during the 1984/85 miners' strike, and the long-running soap opera *Coronation Street*. An analysis of the Liverpool and Manchester cultural scene will conclude our survey. Besides, this seminar will introduce students to some theoretical key texts from the field of Cultural Studies. A reader will be made available at the beginning of the semester. A detailed plan of the semester and an in-depth bibliography will be available in the first session. Course requirements will be discussed in the first session.

Introductory reading:

Christoph Ehland (ed.), *Thinking Northern: Textures of Identity in the North of England* (Amsterdam: Rodopi, 2007).

154509	Coffee and Coffee-Houses in the 17th and 18th Centuries (2 HS)					
	Di 12:15 – 13:45	R. 3.207	Schmid			
Modulzu-ordnungen:	LEHРАMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften			
	BA LA: 501, 802, 803 MA LA: 1302, 1303					
	LPO 2003					
	GHR: 5c	SP ₁ ,Fach: 5c	B.A. _{ALK} : Kern 6abc, 7a Komp 3abc			
	Gy/Ge: 6b	SP ₂ ,Fach: 4b	B.A. _{AS} : TG5 Vertiefung			
	BK: 6b		M.A. _{ALK} : 1abc, 2b			
	LPO 1994/2000: E1		M.A. _{AS} :TG5			
	LABG 2009					
	G:	HRG: 601	GyGe/BK: 601, 701, 702	SP:		

Coffee and coffee-houses played an important role for the emerging civil society of the late 17th and 18th centuries. Numerous texts react to coffee, the new consumer item, which facilitated the luxury of being reasonable – or maybe unreasonable – together but also provided a reason for indulging in luxuries. Pamphlets, poems, plays, mock sermons, and other writing about coffee embody the fears and reflect the discussions surrounding the role of the individual in the community and the emerging public sphere. Such texts about coffee are often satires, like *The Women's Petition Against Coffee* (1674). In this course, we will read and discuss texts about coffee, conversation, sociability, and the public sphere (e.g. Habermas) and also probe into methods of cultural history. A reader with the texts to be discussed will be made available at the beginning of the semester. Course requirements will be discussed in the first session.

Introductory Reading:

Markman Ellis, *The Coffee-House. A Cultural History* (London: Weidenfeld & Nicolson, 2004); paperback: London: Orion, 2005.

Brian Cowan, *The Social Life of Coffee. The Emergence of the British Coffeehouse* (New Haven: Yale University Press, 2005).

Steve Pincus, "'Coffee Politicians Does Create': Coffeehouses and Restoration Political Culture," *Journal of Modern History* 67 (1995), 807-34.

154510	Fantasy Bestsellers: C.S. Lewis, J.R.R. Tolkien, and Philip Pullman (2 HS)					
	Mo 16:15 – 17:45	R. 3.427	Schmid			
Modulzu-ordnungen:	LEHРАMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften			
	BA LA: 501, 801, 802, 803 MA LA: 1301, 1302, 1303					
	LPO 2003					
	GHR: 5c	SP ₁ ,Fach: 5c	B.A. _{ALK} : Kern 6abc, 7bc Komp 3abc, 4a			
	Gy/Ge: 7ab	SP ₂ ,Fach: 4b	B.A. _{AS} : TG5 Vertiefung			
	BK: 7ab		M.A. _{ALK} : 1abc, 2abc			
	LPO 1994/2000: B3, E1		M.A. _{AS} : TG5			
	LABG 2009					
	G:	HRG: 601	GyGe/BK: 601, 701, 702	SP:		

This seminar will treat Fantasy Bestsellers: J.R.R. Tolkien's *Hobbit* (1937), C.S. Lewis' *The Lion, the Witch, and the Wardrobe* (1950), and Philip Pullman's *Northern Lights* (1995; retitled as *The Golden Compass* in the US), the first volume of the trilogy *His Dark Materials*. The course will deal with popular culture, the fantastic mode, the genre of children's literature, gender, fan websites, the phenomenon of bestsellers for all age groups, and the marketing of fantasy. We will also analyse the recent film version (2005) of *The Lion, the Witch, and the Wardrobe* and ask ourselves what it means to adapt a book. Please read *The Hobbit* for the second session. Course requirements will be discussed in the first session.

Students are asked to buy and read:

J.R.R. Tolkien, *The Hobbit* (London: HarperCollins, 2008)

C.S. Lewis, *The Lion, the Witch, and the Wardrobe* (London: HarperCollins, 1994).

Philip Pullman, *Northern Lights* (London: Scholastic, 2001).

Additional knowledge of fantasy (books and films) will be useful.

154511	Visions of India (2 HS)					
	Di 08:30 – 10:00	R. 3.406	Schmid			
Modulzu-ordnungen:	LEHРАMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften			
	BA LA: 501, 801, 802, 803 MA LA: 1301, 1302, 1303					
	LPO 2003					
	GHR: 5c	SP ₁ ,Fach: 5c	B.A. _{ALK} : Kern 6bc, 7abc Komp 3bc			
	Gy/Ge: 6ab, 7ab	SP ₂ ,Fach: 4b	B.A. _{AS} : TG 5 Vertiefung			
	BK: 6ab, 7ab		M.A. _{ALK} : 1b, 2abc, 3ac			
	LPO 1994/2000: B5, E1		M.A. _{AS} : TG 5			
	LABG 2009					
	G:	HRG: 601	GyGe/BK: 601, 701, 702	SP:		

This course will introduce students to a range of issues concerning India. After a brief historical survey from the beginning of the British East India Company (1600) to today's powerful modern state, we will read a

number of texts (essays, fiction, theory) and also analyse a film. We will start in the late colonial period and read some key texts (e.g. Kipling's "The White Man's Burden") that served to justify imperialism. We will then consider one of the best-known examples of Anglo-Indian fiction, E.M. Forster's *Passage to India* (1924), and the cultural identities the novel discusses. The second half of the seminar will be devoted to India after independence (1947): cultural, social, and religious issues. An analysis of the film *Slumdog Millionaire* (2008) will round off our discussions. A reader with the texts will be made available at the beginning of the semester. Course requirements will be discussed in the first session.

Students should buy and read:
E.M. Forster, *A Passage to India*, ed. Oliver Stallybrass (London: Penguin, 1989).

Introductory Reading:
Shashi Tharoor, *India from Midnight to the Millennium* (New York: Arcade Publishing, 1997).

154216	New Wave: James Graham Ballard, Brian Aldiss, Thomas M. Disch, Philip K. Dick – Group A (2 HS)		
	Mo 12:15 – 13:45	R. 3.205	Schlensag
Modulzu-ordnungen:	LEHRAMTSTUDIENGÄNGE: BA LA: 501, 801, 802, 803 MA LA: 1301, 1302, 1303 LPO 2003		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	GHR: 5c SP₁Fach: 5c Gy/Ge: 7ab SP₂Fach: 4b BK: 7ab	B.A._{ALK}: Kern 6c, 7abc Komp 3c, 4a B.A._{AS}: TG 5 Vertiefung M.A._{ALK}: 1bc, 2abc	
	LPO 1994/2000: B3, E1 LAGB 2009		M.A._{AS}: TG 5
	G:	HRG: 601	GyGe/BK: 601, 701, 702
			SP:

154217	New Wave: James Graham Ballard, Brian Aldiss, Thomas M. Disch, Philip K. Dick – Group B (2 HS)		
	Mo 10:15 – 11:45	R. 3.205	Schlensag
Modulzu-ordnungen:	LEHRAMTSTUDIENGÄNGE: BA LA: 501, 801, 802, 803 MA LA: 1301, 1302, 1303 LPO 2003		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	GHR: 5c SP₁Fach: 5c Gy/Ge: 7ab SP₂Fach: 4b BK: 7ab	B.A._{ALK}: Kern 6c, 7abc Komp 3c, 4a B.A._{AS}: TG 5 Vertiefung M.A._{ALK}: 1bc, 2abc	
	LPO 1994/2000: B3, E1 LAGB 2009		M.A._{AS}: TG 5
	G:	HRG: 601	GyGe/BK: 601, 701, 702
			SP:

Literary genres are difficult to define and their exact periodization is easier said than done, too. Hence, it is an intricate problem to pin down the beginning of science fiction literature. For a long time consensus among critics was, however, that science fiction is not a literary genre of high reputation when compared to other literatures. In British literature the beginning of science fiction as a serious form of writing can be identified quite accurately: In 1964 Michael Moorcock became the new editor for the periodical "New Worlds" and announced the birth of the "New Wave". "New Worlds" perished in 1971 but in the seven years of its existence the editor and a collective of writers dedicated themselves to promote and employ literary techniques that changed the face of more traditional science fiction writing. The movement borrowed literary devices from writers such as James Joyce or William S. Burroughs; they adopted techniques from the fine arts – especially Surrealism and Pop-Art and last but not least they incorporated parodies or pastiches from older writers conveyed, more often than not, with brooding irony. They created a literature full of experiments that had a deliberate social awareness and dealt with politics and life-styles of the present projected into a future setting.

Besides theoretical texts dealing with science fiction in general and the "New Wave" in particular, writers discussed in class include James Graham Ballard, Brian Aldiss, Thomas M. Disch and Philip K. Dick. Since Ballard is often considered to be the most successful author of the movement there shall be a strong focus on his literary work and his theoretical assumptions.

We will also pay special attention to two film adaptations based on Ballard's texts: David Cronenberg's controversial *Crash* from 1991 and Jonathan Weiss' first feature film from 2001 *The Atrocity Exhibition*. A reader including theoretical texts and short stories will be provided at the beginning of the semester.

For our discussion the following texts are recommended and should be purchased by the participants:
James Graham Ballard: *The Atrocity Exhibition*, Flamingo Modern Classics, 2001.

James Graham Ballard: *Crash*, Picador, 2001.

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Thomas M. Disch: *Camp Concentration*, Vintage Books, 1999.

Philip K. Dick: *Ubik*, SF Masterworks, 2010.

This class will give students the chance to participate in a conference on Philip K. Dick that is organized by the IAA and takes place from the 15-18 of November at the TU Dortmund University. For more information please visit: philipkdkconferencedortmund.com

Assignments for students include:

LPO 1994: 'aktive Teilnahme': Referat und Ausarbeitung; credit A: oral presentation and 'Hausarbeit'

LPO 2003: 'Hausarbeit'

BML: 'Hausarbeit' or written test ('Klausur')

B.A. students Angewandte Sprach- und Literaturwissenschaften: 'aktive Teilnahme': Referat und Ausarbeitung; SP: 'Hausarbeit'

Master students Angewandte Sprach- und Literaturwissenschaften: 'Hausarbeit'

Students of journalism (Master): Written Test/'Klausur' or 'Hausarbeit'

154220	The Globalisation of Education: an African Experience (2 HS)			
	Blockseminar 18.02. – 22.02.2013 Je 9:00 – 16:00	R. 3.208	Paasche	
Modulzu-ordnungen:	LEHRAMTSTUDIENGÄNGE: BA LA: 501, 801, 802 MA LA: 1301, 1302		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	LPO 2003			
	GHR: 5c	SP ₁ .Fach: 5c	B.A. _{ALK} : Kern 6c, 7ac Komp 3c, 4a	
	Gy/Ge: 6ab	SP ₂ .Fach: 4b	B.A. _{AS} : TG 5 Vertiefung	
	BK: 6ab		M.A. _{ALK} : 1bc, 3ac	
	LPO 1994/2000:		M.A. _{AS} : TG 5	
	LABG 2009			
	G:	HRG: 601	GyGe/BK: 601	SP:

The process of financial and industrial globalization has had dramatic effects on education worldwide. Across the globe 21st century pupils learn English, become adept at using computers. 'Marketability' is touted as one of the most desirable goals of education systems worldwide. Little attention seems to be paid to education beyond the selfish utilitarian philosophy of materialist capitalism where facts, 'figures and averages, and nothing else' are all important. It is a philosophy Charles Dickens satirizes so aptly in the character of Mr. Gradgrind in *Hard Times*.

Long before the advent of globalized education as we know it today, members of African colonies were subjected to European educational values. In *The Education of a British-Protected Child*, Nigerian writer Chinua Achebe discusses the education of his own children, saying: "... parents must not assume that all they had to do for books was to find the smartest department store and pick up the most attractive-looking book in stock. Our complacency was well and truly rebuked by the poison we now saw wrapped and taken home to our little girl. I learned that if I wanted a safe book for my child I should at least read it through and at best write it myself." In *Dreams in a Time of War* Kenyan writer Ngugi wa Thiong'o explores the process of an education system that can cut its recipients off from their own culture, tradition and identity, yet offers undreamed of possibilities to those who are familiar with it premises. Both writers are the children of fathers who had several wives and grew up at what can perhaps best be described as the intersection of tradition and modernity. Both grew up in British colonies – on either side of the African continent – and experienced the turbulent years of *Uhuru* when Africa was freeing itself from colonial rule and re-claiming its own identity. Both struggled with their identities as British colonial subjects as well as with their relationship to a supposedly politically independent African state. In these memoirs they examine the writing process itself; issues of language as they relate to identity; their countries' political development; their own evolving loyalties and identities; their relationship to literature and story-telling.

In this Hauptseminar we will join them in this exploration.

Required Texts:

Chinua Achebe: *The Education of a British-Protected Child*

Ngugi wa Thiong'o: *Dreams in a Time of War – a childhood memoir*

Ngugi wa Thiong'o: *Decolonising the Mind*

154643	NY-LON: Who You Gonna Call... (2 HS)			
	Blockseminar 13.10.2012, 27.10.2012, 03.11.2012, 08.12.2012, 19.01.2013 Je 10:00 – 16:00	R. 3.208	Laemmerhirt/Lenz	
Modulzu-ordnungen:	LEHRAMTSTUDIENGÄNGE: BA LA: 803, 903 MA LA: 1303, 1403		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	LPO 2003			
	GHR:	SP ₁ .Fach:	B.A. _{ALK} : Kern 6c, 7bc, 8ab Komp 3c, 4abc	
	Gy/Ge:	SP ₂ .Fach:	B.A. _{AS} : TG 5 Vertiefung	
	BK:		M.A. _{ALK} : 1c, 2abc, lab	
	LPO 1994/2000: B5, E1		M.A. _{AS} : TG5	
	LABG 2009			
	G:	HRG:	GyGe/BK: 701,702	SP:

In our modern times one would have thought that we do not need others to take care of us anymore. But the recent boom in superhero movies has taught us that we are indeed wrong. However, Batman is broken, Captain America is disoriented and Kick-Ass does not even have powers... To misquote *The Dark Knight*: Every society gets the hero it deserves. So what does it tell us about ourselves and our past, present and future heroes and heroines? And what exactly is a hero/ine and how does s/he become one?

This Blockseminar is designed to give you an outlook on what it means to work scientifically. On five Saturdays, you will learn creative and academic writing which will culminate in a small conference at which you will present your papers – via the up-and-coming form of a Science Slam. As this course is taking place only on weekends, students are expected to do their own research and writings and present their findings/output to the group.

Meeting on the weekends, you will be tutored not only by the lecturers but also by your fellow students and thus it requires active participation as well as the incentive to work autonomously. As this is a project seminar, we can take only 15 participants in the "2. Studienphase". Students who would like to participate should apply via email to: christian.lenz@tu-dortmund.de by September, 25th.

Participants are expected to purchase and read Alan Moore et al. *The League of Extraordinary Gentlemen, Vol 1* (ISBN: 978-1563898587).

Dates for Blockseminar:

13.10.; 27.10.; 03.11.; 08.12.; 19.01.13 (Saturdays)

Amerikanistik

1. STUDIENPHASE

154601	Einführung in die Angewandten Literatur- und Kulturwissenschaften (4 PS)		
	Do 10:15 -13:45	R. 3.427	Eßmann/Gerhard
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	BA LA:		
	MA LA:		
	LPO 2003		
	GHR:	SP ₁ .Fach:	B.A.ALK: Kern: 1a, Komp: 1a
	Gy/Ge:	SP ₂ .Fach:	B.A.AS:
	BK:		M.A.ALK:
LPO 1994/2000:		M.A.AS:	
LABG 2009			
G:	HRG:	GyGe/BK:	SP:

This course, offered together with Ute Gerhard from the *Institut für Deutsche Sprache und Literatur*, is mandatory for all beginning students in the "Angewandte Literatur- und Kulturwissenschaften" program.

It offers a comprehensive introduction to the program, its various subfields, and its methodologies. Detailed information will be provided at the beginning of the semester.

154602	Introduction to American Literary and Cultural Studies – Gruppe A (2 PS)		
	Mo 10:15 -11:45	R. 0.406	Bojahr
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	BA LA: 201		
	MA LA:		
	LPO 2003		
	GHR: 1d	SP ₁ .Fach: 1d	B.A.ALK: 2c
	Gy/Ge: 1d	SP ₂ .Fach: 1d	B.A.AS:
	BK: 1d		M.A.ALK:
LPO 1994/2000: B4, E2		M.A.AS:	
LABG 2009			
G: 501	HRG: 501	GyGe/BK: 501	SP: 501

154603	Introduction to American Literary and Cultural Studies – Gruppe B (2 PS)		
	Di 10:15 – 11:45	R. 0.406	Klemm
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		
	BA LA: 201		
	MA LA:		
	LPO 2003		
	GHR: 1d	SP ₁ .Fach: 1d	B.A.ALK: 2c
	Gy/Ge: 1d	SP ₂ .Fach: 1d	B.A.AS:
	BK: 1d		M.A.ALK:
LPO 1994/2000: B4, E2		M.A.AS:	
LABG 2009			
G: 501	HRG: 501	GyGe/BK: 501	SP: 501

154604	Introduction to American Literary and Cultural Studies – Gruppe C (2 PS)			
	Di 08:30 – 10:00	R. 0.406	Theis	
Modulzu-ordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	BA LA: 201 MA LA:			
	LPO 2003			
	GHR: 1d	SP ₁ .Fach: 1d	B.A.ALK:	2c
	Gy/Ge: 1d	SP ₂ .Fach: 1d	B.A.AS:	
	BK: 1d		M.A.ALK:	
	LPO 1994/2000: B4, E2		M.A.AS:	
	LABG 2009			
	G: 501	HRG: 501	GyGe/BK: 501	SP: 501

154605	Introduction to American Literary and Cultural Studies – Gruppe D (2 PS)			
	Di 16:15 – 17:45	R. 0.406	Nietzsche	
Modulzu-ordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	BA LA: 201 MA LA:			
	LPO 2003			
	GHR: 1d	SP ₁ .Fach: 1d	B.A.ALK:	2c
	Gy/Ge: 1d	SP ₂ .Fach: 1d	B.A.AS:	
	BK: 1d		M.A.ALK:	
	LPO 1994/2000: B4, E2		M.A.AS:	
	LABG 2009			
	G: 501	HRG: 501	GyGe/BK: 501	SP: 501

154606	Introduction to American Literary and Cultural Studies – Gruppe E (2 PS)			
	Di 18:00 – 19:30	R. 0.406	Schwarz	
Modulzu-ordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	BA LA: 201 MA LA:			
	LPO 2003			
	GHR: 1d	SP ₁ .Fach: 1d	B.A.ALK:	2c
	Gy/Ge: 1d	SP ₂ .Fach: 1d	B.A.AS:	
	BK: 1d		M.A.ALK:	
	LPO 1994/2000: B4, E2		M.A.AS:	
	LABG 2009			
	G: 501	HRG: 501	GyGe/BK: 501	SP: 501

154607	Introduction to American Literary and Cultural Studies – Gruppe F (2 PS)			
	Mi 10:15 – 11:45	R. 0.406	Ogihara-Schuck	
Modulzu-ordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	BA LA: 201 MA LA:			
	LPO 2003			
	GHR: 1d	SP ₁ .Fach: 1d	B.A.ALK:	2c
	Gy/Ge: 1d	SP ₂ .Fach: 1d	B.A.AS:	
	BK: 1d		M.A.ALK:	
	LPO 1994/2000: B4, E2		M.A.AS:	
	LABG 2009			
	G: 501	HRG: 501	GyGe/BK: 501	SP: 501

154608	Introduction to American Literary and Cultural Studies – Gruppe G (2 PS)			
	Do 10:15 – 11:45	R. 0.420	Klemm	
Modulzu-ordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	BA LA: 201 MA LA:			
	LPO 2003			
	GHR: 1d	SP ₁ .Fach: 1d	B.A.ALK:	2c
	Gy/Ge: 1d	SP ₂ .Fach: 1d	B.A.AS:	
	BK: 1d		M.A.ALK:	
	LPO 1994/2000: B4, E2		M.A.AS:	
	LABG 2009			
	G: 501	HRG: 501	GyGe/BK: 501	SP: 501

154609	Introduction to American Literary and Cultural Studies – Gruppe H (2 PS)		
	Do 12:15 – 13:45	R. 0.406	Furlanetto
Modulzu-ordnungen:	LEHRAMTSTUDIENGÄNGE:		
	BA LA: 201		
	MA LA:		
	LPO 2003		
	GHR: 1d	SP ₁ .Fach: 1d	B.A.ALK: 2c
	Gy/Ge: 1d	SP ₂ .Fach: 1d	B.A.AS:
	BK: 1d		M.A.ALK:
	LPO 1994/2000: B4, E2		
	LABG 2009		
	G: 501	HRG: 501	GyGe/BK: 501
			SP: 501

154610	Introduction to American Literary and Cultural Studies – Gruppe I (2 PS)		
	Fr 08:30 – 10:00	R. 0.406	Grünzweig
Modulzu-ordnungen:	LEHRAMTSTUDIENGÄNGE:		
	BA LA: 201		
	MA LA:		
	LPO 2003		
	GHR: 1d	SP ₁ .Fach: 1d	B.A.ALK: 2c
	Gy/Ge: 1d	SP ₂ .Fach: 1d	B.A.AS:
	BK: 1d		M.A.ALK:
	LPO 1994/2000: B4, E2		
	LABG 2009		
	G: 501	HRG: 501	GyGe/BK: 501
			SP: 501

154611	Introduction to American Literary and Cultural Studies – Gruppe J (2 PS)		
	Fr 10:15 – 11:45	R. 0.406	Grünzweig
Modulzu-ordnungen:	LEHRAMTSTUDIENGÄNGE:		
	BA LA: 201		
	MA LA:		
	LPO 2003		
	GHR: 1d	SP ₁ .Fach: 1d	B.A.ALK: 2c
	Gy/Ge: 1d	SP ₂ .Fach: 1d	B.A.AS:
	BK: 1d		M.A.ALK:
	LPO 1994/2000: B4, E2		
	LABG 2009		
	G: 501	HRG: 501	GyGe/BK: 501
			SP: 501

This mandatory introductory course offers an introduction to basic issues and methods of American Studies. Groups A-J offer identical contents.

154612	Slave Songs and Slave Narratives		
	Mo 12:15 – 13:45	R. 0.406	Dunkel
Modulzu-ordnungen:	LEHRAMTSTUDIENGÄNGE:		
	BA LA: 203		
	MA LA:		
	LPO 2003		
	GHR: 1f,	SP ₁ .Fach: 1f	B.A.ALK: Kern 1c, 2ac Komp 1b, 2d
	Gy/Ge: 1f, 4c	SP ₂ .Fach:	B.A.AS:
	BK: 1f, 4c		M.A.ALK:
	LPO 1994/2000: B4, E2		
	LABG 2009		
	G: 602	HRG: 503	GyGe/BK: 503
			SP:

Even though African American music has existed in North America since the arrival of the first slaves in 1619, it was not until the mid-nineteenth century that the music started to be recognized as a distinct and rich genre worthy of further investigations. The first accounts of African American music were made in and popularized by African American autobiographical texts such as Frederick Douglass' *Narrative of the Life of Frederick Douglass, an American Slave* and by Northern American magazines such as *Dwight's Journal of Music* and *Atlantic Monthly*, finally leading up to the 1867 publication of the first volume of African American songs *Slave Songs of the United States*.

In this course, we will investigate both the slave songs themselves and their discursive roles in early accounts of African American music, concentrating on concepts of race, class, regionalism, nationalism, gender, and the political struggle for the emancipation of African Americans. This course is reading- and writing-intensive.

154613	Family Values: Evangelical Visions of Womanhood (2 PS)			
	Blockseminar Januar 2013	R. 0.420	Lutz	
Modulzu-ordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	BA LA: 203			
	MA LA:			
	LPO 2003			
	GHR: 1f,	SP ₁ .Fach: 1f	B.A._ALK: Kern 1c, 3bc Komp 1b, 2d	
	Gy/Ge: 1f, 4c	SP ₂ .Fach:	B.A._AS:	
	BK: 1f, 4c		M.A._ALK:	
	LPO 1994/2000: B4, E2		M.A._AS:	
	LABG 2009			
G: 602		HRG: 503	GyGe/BK: 503	SP:

"Family Values" are powerful a political code and not only for the Religious Right – but what exactly do these values entail? In this class we will explore how Evangelical writers, politicians and preachers envision wholesome American families and the implications their ideals have for American women. Sessions will take place on January 9 (6-8pm), 11 (4-8pm), 12 (10am-4pm), 17 (4-8pm) and 18 (4-8pm).

154614	The Others' War: American Women in Combat in Afghanistan and Iraq (2 PS)			
	Blockseminar November 2012	R. 0.406	Twardowska/ Makeyeva	
Modulzu-ordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	BA LA: 203			
	MA LA:			
	LPO 2003			
	GHR: 1f,	SP ₁ .Fach: 1f	B.A._ALK: Kern 1c, 2c, 3bc Komp 1b, 2d	
	Gy/Ge: 1f, 4c	SP ₂ .Fach:	B.A._AS:	
	BK: 1f, 4c		M.A._ALK:	
	LPO 1994/2000: B4, E2		M.A._AS:	
	LABG 2009			
G: 602		HRG: 503	GyGe/BK: 503	SP:

This seminar encourages reflection on the roles of the American women in combat in the wars in Afghanistan and Iraq. We will work with the texts mostly produced by the women, who, in our opinion, have managed to escape the "Beautiful Soul" standardization. Although war seems to be mostly a masculine domain, we argue that women's presence in the war theater is undeniable, particularly today. A wide array of mediums including first-hand accounts, journal entries, archival footage and interviews with the military "weaker sex" members will serve as grounds for the analysis of and discussion on the hidden history of militarized femininity.

Sessions will take place on
November 29 (4:00 – 7:30) R. 0.420
November 30 (2:15 – 7:15) R. 0.406
December 1 (9:00 – 5:30) R. 0.406
December 2 (9:00 – 5:30) R. 0.406.

This course is especially recommended for students of the Angewandte Studiengänge

154615	Film Theory – An Introduction Through the Senses (2 PS)			
	Mo 12:15 – 13:45	R. 0.420	Danneil	
Modulzu-ordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	BA LA: 203			
	MA LA:			
	LPO 2003			
	GHR: 1f,	SP ₁ .Fach: 1f	B.A._ALK: Kern 2abc, 3c, 4a Komp 2ad	
	Gy/Ge: 1f, 4c	SP ₂ .Fach:	B.A._AS:	
	BK: 1f, 4c		M.A._ALK:	
	LPO 1994/2000: B4, E2		M.A._AS:	
	LABG 2009			
G: 602		HRG: 503	GyGe/BK: 503	SP:

How to read a film image? In how far are body and mind engaged in the process of film reception? To what extent do films affect our ways of perception? Those are just some of the questions that will be targeted in this course.

The seminar will introduce participants to the field of film studies in a broad way since it is concerned with the relationship between cinema and spectators accompanied by an introduction of major film theories from the early days of silent film to postmodern blockbuster cinema. With the help of particular cinematic examples such as full-length feature films as well as specific film clips, we will approach cinema and spectatorship as a sensory and sensible experience.

You will profit by being familiar with the following film examples: *Rear Window* (Hitchcock, 1954), *The Searchers* (John Ford, 1956), *Persona* (Ingmar Bergmann, 1966), *Blade Runner* (Ridley Scott, 1982), *Crash* (David Cronenberg, 1996), *The New World* (Terrence Malick, 2005), *Singin' In The Rain* (Gene Kelley, 1952), *Eternal Sunshine of the Spotless Mind* (Michel Gondry, 2004), *Toy Story* (John Lasseter, 1995), *Monsters Inc.* (Pete Docter, 2001).

Textbook:

Elsaesser, Thomas and Malte Hagener. 2010. *Film Theory. An Introduction Through the Senses*. New York: Taylor & Francis.

This course is especially recommended for students of the Angewandte Studiengänge

154616	Views from Abroad. American Art in Germany (2 PS)		
	Mo 18:00 – 19:30	R. 0.406	Siedlarek
Modulzu-ordnungen:	LEHРАMTSTUDIENGÄНGE:		
	BA LA: 203		
	MA LA:		
	LPO 2003		
	GHR: 1f,	SP ₁ ,Fach: 1f	B.A._ALK: Kern 2bc, 3ac, 4a Komp 2acd
	Gy/Ge: 1f, 4c	SP ₂ ,Fach:	B.A._AS:
	BK: 1f, 4c		M.A._ALK:
	LPO 1994/2000: B4, E2		
	LABG 2009		
	G: 602	HRG: 503	GyGe/BK: 503
			SP:

This class seeks to introduce students to art as both part of, and an instrument for analyzing American culture in transatlantic contexts. The focus of our investigation will be on cultural exchanges between the United States and Germany during periods of vivid migration of art and artists in the 19th and 20th century. We will explore the production, exhibition and reception of art on both sides of the Atlantic – ranging from the invention of American landscape painting in the 19th century to the massive import of American art into German art museums and collections after World War II. We will look at the ways this art has been presented and contextualized in past and current exhibitions in Germany, and specifically in the Rhein/Ruhr region, such as the K20, Düsseldorf, the Museum Ostwall, Dortmund, the Folkwang Museum, Essen, and the Museum Ludwig, Cologne. Field trips to these museums will give students first-hand opportunities to see American art on-site and discuss the exhibitionary complex surrounding it. These trips will complement regular on-campus sessions on Mondays and are mandatory.

This course will commence in the second week of the semester, on Monday, 15 October 2012, when we will organize field trips and on-campus meetings.

A reader will be provided. Course requirements include regular attendance, short essays and presentations.

154617	Responses to the Holocaust in American Jewish and German Jewish Literature – Kurs A (2 PS)		
	Di 12:15 – 13.45	R. 0.420	Slodounik
Modulzu-ordnungen:	LEHРАMTSTUDIENGÄНGE:		
	BA LA: 203		
	MA LA:		
	LPO 2003		
	GHR: 1f,	SP ₁ ,Fach: 1f	B.A._ALK: Kern 1c, 2b, 3ac Komp 1b, 2cd
	Gy/Ge: 1f, 4c	SP ₂ ,Fach:	B.A._AS:
	BK: 1f, 4c		M.A._ALK:
	LPO 1994/2000: B4, E2		
	LABG 2009		
	G: 602	HRG: 503	GyGe/BK: 503
			SP:

154618	Responses to the Holocaust in American Jewish and German Jewish Literature – Kurs B (2 PS)		
	Mi 16:00 – 17.30	R. 0.420	Slodounik
Modulzu-ordnungen:	LEHРАMTSTUDIENGÄНGE:		
	BA LA: 203		
	MA LA:		
	LPO 2003		
	GHR: 1f,	SP ₁ ,Fach: 1f	B.A._ALK: Kern 1c, 2b, 3ac Komp 1b, 2cd
	Gy/Ge: 1f, 4c	SP ₂ ,Fach:	B.A._AS:
	BK: 1f, 4c		M.A._ALK:
	LPO 1994/2000: B4, E2		
	LABG 2009		
	G: 602	HRG: 503	GyGe/BK: 503
			SP:

This course will explore literary responses to the Holocaust in American Jewish and German Jewish literature. The five texts vary in genre and include fiction and autobiography; a shorter handout for poetry will be provided. This course is designed as an introduction to the topic. No previous knowledge is required. We will begin with Ruth Klüger's two autobiographies, *weiter leben. Eine Jugend* (1992) and *Still Alive: A Holocaust Girlhood Remembered* (2001). Klüger argues that *Still Alive* "is neither a translation nor a new book; it's another version, a parallel book, if you will, for my children and my American students" (Klüger, *Still Alive* 210). Klüger's distinction between her two parallel autobiographies will provide a starting point for our discussion of the role of audience. How does the choice of audience interact with issues of literary responses to the Holocaust? How do Klüger's two autobiographies address and differentiate between a German audience and an American audience? Other questions that will guide our analysis include: What are the different modes of representation of the Holocaust? How do these texts engage with the discourse

surrounding the Holocaust? How do these texts also challenge that discourse? What role does literature play within the texts themselves? What purpose or function do literary responses to the Holocaust serve? Primary texts will include: Ruth Klüger, *weiter leben. Eine Jugend*; Ruth Klüger, *Still Alive: A Holocaust Girlhood Remembered*; Art Spiegelman, *Maus I* and *Maus II*; Markus Zusak, *The Book Thief*; Maxim Biller, *Harlem Holocaust* and either Esther Dischereit, *Mit Eichmann an der Börse* or a yet to be determined alternative short story.

Rebekah Slodounik is guest lecturer from the University of Virginia. This course is especially recommended for students of the Angewandte Studiengänge

154619	From "Joy to the World" to "Bah, humbug!": Approaches to Xmas (2 PS)		
	Mo 14:15 – 17:30	R. 0.406	Eßmann
Modulzuordnungen:		LEHRAMTSTUDIENGÄNGE:	
BA LA: 203		Angewandte Sprachwissenschaften/	
MA LA:		Angewandte Literatur- /Kulturwissenschaften	
LPO 2003			
GHR: 1f,	SP ₁ .Fach: 1f	B.A._ALK: Kern 2c, 3ac, 4a Komp 2ad	
Gy/Ge: 1f, 4c	SP ₂ .Fach:	B.A._AS:	
BK: 1f, 4c		M.A._ALK:	
LPO 1994/2000: B4, E2		M.A._AS:	
LABG 2009			
G: 602	HRG: 503	GyGe/BK: 503	SP:

Each year when the Christmastide approaches we are confronted with songs, films, TV shows etc. that are frequently rooted in British or US American culture. In the oncoming festal season we will take a look at texts that are of central importance to this time of the year, such as Charles Dickens' *A Christmas Carol* or Frank Capra's movie *It's a Wonderful Life*, which left a considerable mark on later texts on Christmas. Students participating in this course will need to get a copy of Charles Dickens' *A Christmas Carol*, which will be dealt with in the first weeks of class, as well as Barbara Robinson's *The Best Christmas Pageant Ever*.

This course is especially recommended for students of the Angewandte Studiengänge

154620	German Culture in a Transnational and Transatlantic Context (2 PS)		
	Do 08:30 – 10:00	R. 0.406	Grünzweig
Modulzuordnungen:		LEHRAMTSTUDIENGÄNGE:	
BA LA: --		Angewandte Sprachwissenschaften/	
MA LA: --		Angewandte Literatur- /Kulturwissenschaften	
LPO 2003			
GHR: --	SP ₁ .Fach: --	B.A._ALK: Kern 2bc, 3a Komp 2c	
Gy/Ge: --	SP ₂ .Fach: --	B.A._AS:	
BK: --		M.A._ALK:	
LPO 1994/2000: --		M.A._AS:	
LABG 2009			
G: --	HRG: --	GyGe/BK: --	SP: --

This course looks at German cultural history in a transnational and transatlantic context. Following the format of the "intercultural classroom", it is open to international exchange students studying in Dortmund and students in the *Angewandte* Studiengänge. Basic reading will be Tony Judt's seminal *Postwar: A History of Europe Since 1945* (2005). Dortmund students should register directly with Walter.Gruenzweig@udo.edu.

154621	Americans are from Mars, Europeans are from Venus?: Transatlantic Images and Perceptions (2 PS)		
	Mi 14:15 – 15:45	R. 0.420	Baarssen
Modulzuordnungen:		LEHRAMTSTUDIENGÄNGE:	
BA LA: 203		Angewandte Sprachwissenschaften/	
MA LA:		Angewandte Literatur- /Kulturwissenschaften	
LPO 2003			
GHR: 1f,	SP ₁ .Fach: 1f	B.A._ALK: Kern 2b, 3a Komp 2c	
Gy/Ge: 1f, 4c	SP ₂ .Fach:	B.A._AS:	
BK: 1f, 4c		M.A._ALK:	
LPO 1994/2000: B4, E2		M.A._AS:	
LABG 2009			
G: 602	HRG: 503	GyGe/BK: 503	SP:

One common witticism has it that America was invented in Europe before it was discovered. However that may be, America has captivated Europeans' imaginations and continues to do so. Far from being mere physical places then, Europe and America, almost instantly, evoke a plethora of ideas, images, and opinions. In this course, we will ask ourselves: How have Europeans perceived America and vice versa? What are some of these images? Where do they come from? What makes them tick, and stick? We will explore these questions from a transatlantic perspective by looking at a host of texts (ranging from the literary to the political), working our way from America's colonial period up till the current presidential elections. We will excavate the rhetorics behind these representations, and investigate what purposes they may have.

A reader will be provided at the beginning of the semester. *This course is especially recommended for students of the Angewandte Studiengänge*

154622	The American Religious Landscape in Literature (2 PS)			
	Mi 8:30 – 10:00		R. 0.406	Tielens
Modulzu- ordnungen:	LEHRAMTSTUDIENGÄNGE:			Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 203			
	MA LA:			
	LPO 2003			
	GHR: 1f,	SP ₁ .Fach: 1f	B.A._ALK:	Kern 2bc
	Gy/Ge: 1f, 4c	SP ₂ .Fach:	B.A._AS:	
	BK: 1f, 4c		M.A._ALK:	
	LPO 1994/2000: B4, E2			M.A._AS:
	LABG 2009			
	G: 602	HRG: 503	GyGe/BK: 503	SP:

The American religious landscape is characterized by a wide range of diversity and high adherence levels. It has been shaped by immigration in the past and continues to be shaped by demographic, economic, and social factors today. This course will provide an overview of sorts of the American religious landscape through a variety of literary texts. The literature will be taken from, but not limited to, the following traditions: Christianity (including Mormonism), Judaism, and Islam.

A reader will be made available.

154623	Transgressive Humor—21st Century Television- and Film Comedy at the Boundaries of Good Taste (2 PS)			
	Di 14:15 – 15:45		R. 0.406	Danneil
Modulzu- ordnungen:	LEHRAMTSTUDIENGÄNGE:			Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 203			
	MA LA:			
	LPO 2003			
	GHR: 1f,	SP ₁ .Fach: 1f	B.A._ALK:	Kern 2c, 3c Komp 2d
	Gy/Ge: 1f, 4c	SP ₂ .Fach:	B.A._AS:	
	BK: 1f, 4c		M.A._ALK:	
	LPO 1994/2000: B4, E2			M.A._AS:
	LABG 2009			
	G: 602	HRG: 503	GyGe/BK: 503	SP:

What do we deem to be funny today? Why do we laugh at acts of violence, abuse, or cruelty? And in how far do we feel invited to laugh at the transgressive? "Transgressive Humor" will be concerned with questions of contemporary ways of expressing comedy through television programs and postmodern cinema. (Animated) sitcoms and drama series, comedy and sketch shows or comedy films might give answers to whether contemporary humor transgresses or refuses boundaries of taboo and good taste. Therefore, theoretical approaches of humor will be applied to concrete examples of innovative films and television programs that extend traditional generic conventions of modern narratives in content and style. Your active participation is required. A copy-version of the reader will be provided.

154624	From Paper to Celluloid - Adapting American Crime Fiction (2 PS)			
	Di 08:30 – 10:00		R. 0.420	Sárközi
Modulzu- ordnungen:	LEHRAMTSTUDIENGÄNGE:			Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 203			
	MA LA:			
	LPO 2003			
	GHR: 1f,	SP ₁ .Fach: 1f	B.A._ALK:	Kern 2abc, 3c Komp 2d
	Gy/Ge: 1f, 4c	SP ₂ .Fach:	B.A._AS:	
	BK: 1f, 4c		M.A._ALK:	
	LPO 1994/2000: B4, E2			M.A._AS:
	LABG 2009			
	G: 602	HRG: 503	GyGe/BK: 503	SP:

The aim of the course is to familiarize students with basic ways of watching and analyzing motion pictures. In order to do so, the course makes use of the genre of crime fiction with a concentration on the American "hard-boiled" subgenre. The first few sessions provides the students with the necessary terminology and background information both about films and crime fiction. Afterwards, following a brief overview of the English legacy and Poe's trailblazing work, the course focuses on the two "godfathers" of the hard-boiled: Dashiell Hammett and Raymond Chandler (*The Maltese Falcon* (1930 novel and 1941 film); *The Big Sleep* (1939 novel and 1946 film); *The Long Goodbye* (1973 film)). The afterlife of the genre is analyzed through Philip K. Dick's novel, *Do Androids Dream of Electric Sheep?* (1968 novel and *Blade Runner* (1982 film)). The course concludes with modern takes on the hard-boiled and the P.I. character and the *film noir* (*Sherlock* (2011 TV series); *House, M.D.* (2004 TV series); *León* (1994 film)).

154625	(078880) Culture and Technology (3 PS) Nur für Studierende technischer Studiengänge				
	Mo 09:00 – 10:00	Maschinenbau/HS 1	Erdogdu		
Modulzu-ordnungen:	LEHRAMTSTUDIENGÄNGE:			Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	BA LA: MA LA: LPO 2003				
	GHR:	SP ₁ .Fach:	B.A.ALK:		
	Gy/Ge:	SP ₂ .Fach:	B.A.AS:		
	BK:		M.A.ALK:		
	LPO 1994/2000:			M.A.AS:	
	LABG 2009				
	G:	HRG:	GyGe/BK:	SP:	
	You will find the description in LSF (Number 078880).				

154626	Intensivseminar (zugangsbeschränkt)				
	Mi 18:00 – 19:30		R. 0.406	Grünzweig/Gunzenhäuser	
Modulzu-ordnungen:	LEHRAMTSTUDIENGÄNGE:			Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	BA LA: MA LA: LPO 2003				
	GHR:	SP ₁ .Fach:	B.A.ALK:		
	Gy/Ge:	SP ₂ .Fach:	B.A.AS:		
	BK:		M.A.ALK:		
	LPO 1994/2000:			M.A.AS:	
	LABG 2009				
	G:	HRG:	GyGe/BK:	SP:	
	Dieses Proseminar zählt nicht zu den Pflicht- bzw. Wahlpflichtveranstaltungen und kann für kein Modul angerechnet werden. Es ist ein teilnahmebeschränktes Zusatzangebot für besonders interessierte Studierende.				

2. STUDIENPHASE

154627	Selected Writings of Mark Twain (2 HS)				
	Di 10:15 – 11:45		R. 0.420	Blalock	
Modulzu-ordnungen:	LEHRAMTSTUDIENGÄNGE:			Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	BA LA: 502, 901, 903 MA LA: 1401, 1403 LPO 2003				
	GHR: 5b	SP ₁ .Fach: 5b	B.A.ALK: Kern 6abc, 7a Komp 3abc		
	Gy/Ge: 6c, 6d	SP ₂ .Fach: 4b	B.A.AS: TG 5 Vertiefung		
	BK: 6c,6d		M.A.ALK: 1ab		
	LPO 1994/2000: B4, E2			M.A.AS: Vertiefung	
	LABG 2009				
	G:	HRG: 602	GyGe/BK: 602,701,702	SP:	

Mark Twain, born Samuel Langhorne Clemens, is best known as an American writer, humorist, and the author of the "Great American Novel," *The Adventures of Huckleberry Finn*. In this course, we will focus on Twain's life and his writings in the mid- and late-nineteenth century. We will spend time looking at some of Twain's detective fiction and his use of the detective genre in addition to reading several of his works about Tom Sawyer and Huck Finn, including the lesser-known novella, *Tom Sawyer Abroad*. We will pay particular attention to the historical, cultural, political, and geographical contexts from which Twain's writing emerged, and in doing so, we will attempt to understand Twain both as an astute social critic and as the creator of two of America's most enduring and most endearing fictional boyhood friends.

Course Readings may include, but are not limited to

The Adventures of Tom Sawyer

Pudd'nhead Wilson

Selections from *A Connecticut Yankee in King Arthur's Court*

Tom Sawyer Abroad

Huck and Tom Among the Indians

Selected Short Stories, Humorous Sketches, Letters, Journals and Related Documents

Stephanie Blalock is guest lecturer from the University of Iowa.

154628	Women's Literature; Women in Literature in the Nineteenth-Century United States (2 HS)			
	Do 14:15 – 15:45	R. 0.406	Blalock	
Modulzuordnungen:	LEHРАMTSTUDIENGÄНGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften	
	BA LA: 502, 901, 903 MA LA: 1401, 1403			
	LPO 2003			
	GHR: 5b	SP ₁ .Fach: 5b		
	Gy/Ge: 6c, 6d	SP ₂ .Fach: 4b		
	BK: 6c, 6d			
	LPO 1994/2000: B4, E2			
	LABG 2009			
	G:	HRG: 602	GyGe/BK: 602,701,702	
			SP:	

This course focuses primarily on literature written and read by American women of the nineteenth-century, as well as a few works that center on female characters by well-known male authors. In this course, we will examine several genres and traditions of women's writing, including nineteenth-century detective fiction, sensation fiction, sentimental fiction, the slave narrative, and poetry. We will pay particular attention to how women writers and central female characters adhere to, complicate, question, and reinvent traditional gender roles, as well as their own place as writers in the nineteenth-century U.S. We will discuss issues such as gender expectations for women and men, marriage and/or the refusal to marry, abolition and activism, slavery and womanhood, female sexuality and its expression—including same-sex affection and female friendships—in addition to representations of motherhood and the relationship between mother and child. We will also investigate the historical, cultural, political, and geographical milieus in which each text was produced, and, when possible, we will study the publication history of the texts we read. In doing so, we will attempt to understand what kinds of literature women were reading and writing, the relationship between female writers and popular fiction genres, and how intersections of race, class, and gender impacted the lives and the literature of women in the nineteenth-century United States.

Course Readings may include, but are not limited to:

Metta Fuller Victor, *The Dead Letter*
 Selected Stories by Zitkala-Sa
 Selected Stories and Poems by Edgar Allan Poe
 From Harriet Jacobs, *Incidents in the Life of a Slave Girl*
 From *Plays by Early American Women*
 Louisa May Alcott, *Behind a Mask, or a Woman's Power*
 Walt Whitman, "Children of Adam" and "To a Common Prostitute" (Poems)
 Selected Poems of Emily Dickinson
 Charlotte Perkins Gilman, "The Yellow Wallpaper"
 From Sarah Orne Jewett, *The Country of Pointed Firs*
 Kate Chopin, "Desiree's Baby"

Stephanie Blalock is guest lecturer from the University of Iowa.

154629	American Drama from the 19th until the 21st Century (2 HS)			
	Mo 14:15 – 15:45 and film screening Mo 16-18	R. 0.420	Gunzenhäuser	
Modulzuordnungen:	LEHРАMTSTUDIENGÄНGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur-/Kulturwissenschaften	
	BA LA: 502, 901, 902, 903 MA LA: 1401, 1402, 1403			
	LPO 2003			
	GHR: 5b	SP ₁ .Fach: 5b		
	Gy/Ge: 6c, 6d, 7c, 7d	SP ₂ .Fach: 4b		
	BK: 6c, 6d, 7c, 7d			
	LPO 1994/2000: B4, E2			
	LABG 2009			
	G:	HRG: 602	GyGe/BK: 602,701,702	
			SP:	

In this course we will read plays from the 19th century until today and situate them within the history of American drama. Particular emphasis will be given to different performative traditions, from the time of the 19th-century theater wars to the early 20th-century Modernist Avantgardes and across African American traditions. Filmic examples will be watched after the class session.

154630	Philip K. Dick and the Science-Fiction Genre (2 HS)				
	Do 10:15 – 11:45 and film screening Mo 16-18		R. 0.420	Gunzenhäuser	
Modulzu-ordnungen:	LEHРАMTSTUDIENGÄNGE:			Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	BA LA: 502, 902, 903 MA LA: 1402, 1403				
	LPO 2003				
	GHR: 5b	SP _{1,Fach:} 5b	B.A. _{ALK:} Kern 6abc, 7abc, 8ab Komp 3abc, 4abc		
	Gy/Ge: 7c, 7d	SP _{2,Fach:} 4b	B.A. _{AS:} TG 5 Vertiefung		
	BK: 7c, 7d		M.A. _{ALK:} 1abc, 2abc, lab		
	LPO 1994/2000: B4, E2			M.A. _{AS:} TG 5	
	LABG 2009				
	G:	HRG: 602	GyGe/BK: 602,701,702	SP:	

This project seminar deals with Philip K. Dick, one of the best known American science-fiction writers ever. Not only are his novels and short stories read throughout the world; many feature films are based on his print texts, such as *Blade Runner* (1982), *Total Recall* (1990), *Minority Report* (2002), or *A Scanner Darkly* (2006). His presence helped shape the Western sf scene after World War II.

Requirements: We will spend the first half of this seminar reading print texts by Dick and other science-fiction writers as well as watching movies influenced by Philip K. Dick's texts (film screening on Monday at 4 p.m.). Additionally, all members of the seminar will be given the chance to participate in a Philip K. Dick conference hosted by our institute between Thursday, 15 November, and Sunday, 18 November 2012. You will not only attend lectures, but also be actively involved in the organization of the event, meet the speakers, and do your own research project related to the conference.

You have to attend an introductory session on ...

154631	From Burlesque Drama to Sitcoms: Comedy throughout the Centuries (2 HS)				
	Di 14:15 – 15: 45 and film screening Mo 16-18		R. 0.420	Gunzenhäuser	
Modulzu-ordnungen:	LEHРАMTSTUDIENGÄNGE:			Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	BA LA: 502, 901, 902, 903 MA LA: 1401, 1402, 1403				
	LPO 2003				
	GHR: 5b	SP _{1,Fach:} 5b	B.A. _{ALK:} Kern 6abc, 7bc Komp 3abc, 4a		
	Gy/Ge: 6c, 6d, 7c, 7d	SP _{2,Fach:} 4b	B.A. _{AS:} TG 5 Vertiefung		
	BK: 6c, 6d, 7c, 7d		M.A. _{ALK:} 1abc, 2abc		
	LPO 1994/2000: B4, E2			M.A. _{AS:} TG 5	
	LABG 2009				
	G:	HRG: 602	GyGe/BK: 602,701,702	SP:	

We will read theories of comedy and wit, discuss the history of comical genres, and analyze specific examples of American comedies.

There will be extra viewing sessions on Mondays starting at 4 p.m.

This is a project seminar. The theory will be made use of in an individual project. Every student will analyze a text and contribute to an extensive group presentation. You will design your own project which will be introduced, discussed, and developed cooperatively, with the whole seminar group.

This course is especially recommended for students of the Angewandte Studiengänge

154632	Theories in Cultural and Media Studies (2 HS)				
	Di 18:00 – 19:30 and film screening Mo 16-18		R. 0.420	Gunzenhäuser	
Modulzu-ordnungen:	LEHРАMTSTUDIENGÄNGE:			Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	BA LA: 502, 902, 903 MA LA: 1402, 1403				
	LPO 2003				
	GHR: 5b	SP _{1,Fach:} 5b	B.A. _{ALK:} Kern 6abc, 7bc, 8ab Komp 3abc, 4abc		
	Gy/Ge: 6c, 6d, 7c, 7d	SP _{2,Fach:} 4b	B.A. _{AS:} TG 5 Vertiefung		
	BK: 6c, 6d, 7c, 7d		M.A. _{ALK:} 1abc, 2abc, lab		
	LPO 1994/2000: B4, E2			M.A. _{AS:} TG 5	
	LABG 2009				
	G:	HRG: 602	GyGe/BK: 602,701,702	SP:	

Theories abound in Cultural and Media Studies. We will get to know important Modernist and Poststructuralist theories as well as approaches to close reading and textual analysis; Post-Marxist and Postcolonial thought and Gender Studies will be introduced. We will also discuss different media systems, theories of remediation (Bolter and Grusin) and convergence culture (Henry Jenkins).

This is a project seminar. The theory will be made use of in an individual project. Every student will analyze a text and contribute to an extensive group presentation. You will design your own project which will be introduced, discussed, and developed cooperatively, with the whole seminar group.

This course is especially recommended for students of the Angewandte Studiengänge

154633	Making Progress? Narratives of Change and Innovation in 20th and 21st Century American Literature - Group A (2 HS)		
	Mi 8:30 – 10:00	R. 0.420	Erdogdu
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 502, 902, 903 MA LA: 1402, 1403		
	LPO 2003		
	GHR: 5b	SP ₁ .Fach: 5b	B.A. _{ALK} : Kern 6bc, 7abc Komp 3bc, 4a
	Gy/Ge: 6c, 6d, 7c, 7d	SP ₂ .Fach: 4b	B.A. _{AS} : TG 5 Vertiefung
	BK: 6c, 6d, 7c, 7d		M.A. _{ALK} : 1b
	LPO 1994/2000: B4, E2		M.A. _{AS} : TG 5
	LABG 2009		
	G:	HRG: 602	GyGe/BK: 602,701,702
			SP:

154634	Making Progress? Narratives of Change and Innovation in 20th and 21st Century American Literature - Group B (2 HS)		
	Mi 10:15 – 11:45	R. 0.420	Erdogdu
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 502, 902, 903 MA LA: 1402, 1403		
	LPO 2003		
	GHR: 5b	SP ₁ .Fach: 5b	B.A. _{ALK} : Kern 6bc, 7abc Komp 3bc, 4a
	Gy/Ge: 6c, 6d, 7c, 7d	SP ₂ .Fach: 4b	B.A. _{AS} : TG 5 Vertiefung
	BK: 6c, 6d, 7c, 7d		M.A. _{ALK} : 1b
	LPO 1994/2000: B4, E2		M.A. _{AS} : TG 5
	LABG 2009		
	G:	HRG: 602	GyGe/BK: 602,701,702
			SP:

In this class, we will study the role of progress, change, and innovation in American literature. We will begin by looking closely at the notion of progress itself and its history in the U.S. context. Some of the central questions we will ask are: How can progress be defined, who gets to define it and what purposes do progress narratives serve? Do change and innovation necessarily mean progress?

We will tackle these and other questions by examining the role they played at different moments in American history. In doing so, we will explore specific examples from a variety of contexts, including such diverse approaches to concepts of progress as Charlotte Perkins Gilman's feminist short story "The Yellow Wallpaper", naturalist fiction by Upton Sinclair, William Faulkner's narratives about the South, Ken Kesey's *One Flew Over the Cuckoo's Nest*, dystopian fiction by Ray Bradbury, science fiction narratives by Philip K. Dick, and contemporary fiction by Toni Morrison. At the end of the semester we will venture out from literature and consider other progress narratives such as the role of "change" in Barack Obama's 2008 presidential campaign.

154635	Moby Dog: Moby Dick in Children and Youth Literature and Film (2 HS)		
	Di 16:15 – 17:45	R. 0.420	Pfeiler
Modulzuordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 502, 901, 902, 903 MA LA: 1401, 1402, 1403		
	LPO 2003		
	GHR: 5b	SP ₁ .Fach: 5b	B.A. _{ALK} : Kern 6abc, 7b, 8ab Komp 3abc, 4abc
	Gy/Ge: 6c, 6d, 7c, 7d	SP ₂ .Fach: 4b	B.A. _{AS} : TG 5 Vertiefung
	BK: 6c, 6d, 7c, 7d		M.A. _{ALK} : 1abc, 2abc, lab
	LPO 1994/2000: B4, E2		M.A. _{AS} : TG 5
	LABG 2009		
	G:	HRG: 602	GyGe/BK: 602,701,702
			SP:

"Call me Ishmael. Why? Because that's my name." Wishbone's retelling of Herman Melville's *Moby-Dick* (1851) in *Moby-Dog*, is one of the many exciting ways in which children and young adults can explore one of the greatest and most difficult books in American literary history. We will start out by reading and discussing *Moby-Dick*, covering grounds such as Dark Romanticism, Melville's experimental literary style based on mixing genres and appropriating literary sources, and then explore how books and films adapt, appropriate and remix the "original" *Moby-Dick*. In the second half of this course, students will work on projects and present their critical reading and interpretation of a selection of illustrated books and films, such as, for example: *The Adventures of Moby Dick*, *Dot & the Whale*, *Samson & Sally*, *The Young Collector's Moby Dick*, *Moby Stink*, Will Eisner's *Moby Dick*, *Mighty Mighty and Moby Dick*, *Marvell Classic's Moby Dick*, *Wishbone's Moby Dog*, or the recently published *Don't Call Me Ishmael*. In this project-based course,

students will learn how to critically engage with children and youth literature and film, both in terms of how these works deal with an adult plot as well as how to analyze them from a media studies perspective.
A reader will be available in the first week of the semester.

Required text: *Moby-Dick, or the Whale* (Penguin Classics, unless you already own a different copy).

154636 Worlds of Wonder, Days of Judgment – Colonial America (2 HS)			
	Mi 14:15 – 15:45	R. 0.406	Laemmerhirt
Modulzu-ordnungen:	LEHРАMTSTUDIENGÄNGE:		
	BA LA: 502, 901, 903		
	MA LA: 1401, 1403		
	LPO 2003		
	GHR: 5b	SP ₁ .Fach: 5b	B.A._ALK: Kern 6bc, 8b Komp 3bc, 4c
	Gy/Ge: 6c, 6d	SP ₂ .Fach: 4b	B.A._AS: TG 5 Vertiefung
	BK: 6c, 6d		M.A._ALK: 1b, 3ac, 1a
	LPO 1994/2000: B4, E2		
	LABG 2009		
	G:	HRG: 602	GyGe/BK: 602,701,702
			SP:

The Colonial experience in America seems to us a part of the distant past, with little or no relation to our daily lives in the 21st century. However, when closely investigating the literature and culture of this time, it becomes obvious that many ideas, forms, and practices which evolved in the two centuries before the American Revolution became deeply imbedded in the American national psyche.

The course will investigate the social, cultural, religious, and literal traditions of early America and discuss how early Americans struggled to survive on the new continent. With a special focus on the Puritans, we will further elaborate how this religious group left England because of religious persecution and how they imposed their own version of religious persecution in America on those who did not follow their own church's teaching, culminating in the Salem Witchcraft Trials. Furthermore, we will widen the topic by analyzing contemporary representations of Colonial America.

Course requirements: Regular attendance, active participation, and the punctual fulfillment of written assignments.

A reader will be made available at the beginning of the course.

154637 The Good, the Bad, and the Bloody – Vampires in American Literature and Culture (2 HS)			
	Mi 16:15 – 17:45	R. 0.406	Laemmerhirt
Modulzu-ordnungen:	LEHРАMTSTUDIENGÄNGE:		
	BA LA: 502, 901, 902, 903		
	MA LA: 1401, 1402, 1403		
	LPO 2003		
	GHR: 5b	SP ₁ .Fach: 5b	B.A._ALK: Kern 6bc, 7bc, 8b Komp 3bc, 4ac
	Gy/Ge: 6c, 6d, 7c, 7d	SP ₂ .Fach: 4b	B.A._AS: TG 5 Vertiefung
	BK: 6c, 6d, 7c, 7d		M.A._ALK: 1c, 2bc, 3c, 1a
	LPO 1994/2000: B4, E2		
	LABG 2009		
	G:	HRG: 602	GyGe/BK: 602,701,702
			SP:

Vampires have long held our fascination. From the early *Dracula* novel to the more recent *Twilight-Saga*, the bloodsucking undead have covered a wide array of different narrative forms. Today, more vampire novels, movies, and TV series are produced than ever before. However, the image of vampire has changed significantly in the last years. Whereas Count Dracula hunted virgins in the protection of the dark, contemporary vampires are depicted less as predators and more like human beings with special powers.

In this course we will analyze vampire fiction from different decades and focus on their representation of race, class, and gender. Furthermore, using Jeffrey Jerome Cohen's *Monster Theory*, we will explore how the figure of the vampire reflects cultural fears and hopes.

This survey will include novels such as Bram Stoker's *Dracula* (1897), Octavia Butler *Fledgling* (2005), Seth-Grahame Smith *Abraham Lincoln Vampire Hunter* (2010) as well as movies such as *Nosferatu* (1922), *Bram Stoker's Dracula* (1992), *Interview With a Vampire* (1994), *Twilight* (2008), *Dark Shadows* (2012), and the TV series *True Blood* and *The Vampire Diaries*.

Please purchase and read Bram Stoker's *Dracula* in advance and make yourself familiar with the TV shows. Please note that some of the novels, movies, and TV series contain explicit scenes of extreme violence.

Course requirements: Regular attendance, active participation, and the punctual fulfillment of written assignments.

A reader will be made available at the beginning of the course.

This course is especially recommended for students of the Angewandte Studiengänge

154638	From the Revolutionary War to the Present: American War Literature and Film (2 HS)		
	Mo 10:15 – 11:45	R. 0.420	Ogihara-Schuck
Modulzu-ordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 502, 901, 902, 903 MA LA: 1401, 1402, 1403		
	LPO 2003		
	GHR: 5b	SP ₁ .Fach.: 5b	B.A._ALK: Kern 6abc, 7bc, 8b Komp 3abc, 4ac
	Gy/Ge: 6c, 6d, 7c, 7d	SP ₂ .Fach.: 4b	B.A._AS: TG 5 Vertiefung
	BK: 6c, 6d, 7c, 7d		M.A._ALK: 1ab, 2c, 3c, 1a
	LPO 1994/2000: B4, E2		M.A._AS: TG 5
	LABG 2009		
	G:	HRG: 602	GyGe/BK: 602,701,702
	SP:		

Wars have been constant events in the history of the United States. Since the Revolutionary War, the United States has engaged with a total of twelve wars and many other military conflicts. The frequent preoccupation with wars of various kinds, be it direct or indirect, has led the United States to be described with the phrase "a war culture."

How have wars influenced American culture and vice versa? By reading and watching literary works and films about wars by authors with different racial, class, gender, and national backgrounds, this course explores the transition of the relationship between war and culture from the eighteenth century to the present. The texts which we will be reading or watching include Stephen Crane's novel *The Red Badge of Courage* (1895), Ernest Hemingway's short story "The Old Man at the Bridge" (1938), Joy Kogawa's novel *Obasan* (1981), and Clint Eastwood's film *Letters from Iwo Jima* (2006).

This course will enable you to develop your ability to critically analyze cultural texts and express your opinions both through class discussions and short essays.

154639	Carl Djerassi: Science-in-Theatre (2 HS)		
	Fr 12:15 – 13:45	R. 0.406	Grünzweig
Modulzu-ordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 502, 902, 903 MA LA: 1402, 1403		
	LPO 2003		
	GHR: 5b	SP ₁ .Fach.: 5b	B.A._ALK: Kern 6c, 7abc, 8ab Komp 3c, 4abc
	Gy/Ge: 6c, 6d, 7c, 7d	SP ₂ .Fach.: 4b	B.A._AS: TG 5 Vertiefung
	BK: 6c, 6d, 7c, 7d		M.A._ALK: 1c, 3c, lab
	LPO 1994/2000: B4, E2		M.A._AS:
	LABG 2009		
	G:	HRG: 602	GyGe/BK: 602,701,702
	SP:		

In 2009 Carl Djerassi, the chemist to whom we owe the birth control pill, received an honorary doctorate from the Fakultät Kulturwissenschaften at TU Dortmund University for his literary achievements in prose, poetry and theatre. Whereas previous seminars in Dortmund have highlighted Djerassi's novels, this seminar will focus on Djerassi's plays including *Calculus*, *Ego*, *Phallacy*, *Taboos*, *Four Jews on Parnassus*, *Foreplay*, and *Insufficiency*. We will also look at Djerassi's volume of poetry entitled *A Diary of Pique* published in 2012. In addition to regular class seminars, participants will have to be available for additional meetings with Carl Djerassi on Monday, 3 December and Tuesday, 4 December, afternoons and evenings. The seminar will conclude at Christmas.

This course is especially recommended for students of the Angewandte Studiengänge

154640	Post-Industrial (2 HS)		
	Do 12:15 – 13:45	R. 0.406	Sattler
Modulzu-ordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	BA LA: 502, 902, 903 MA LA: 1402, 1403		
	LPO 2003		
	GHR: 5b	SP ₁ .Fach.: 5b	B.A._ALK: Kern 6c, 7bc, 8ab Komp 3c, 4abc
	Gy/Ge: 6c, 6d, 7c, 7d	SP ₂ .Fach.: 4b	B.A._AS: TG 5 Vertiefung
	BK: 6c, 6d, 7c, 7d		M.A._ALK: 1bc, 2bc, 3abc, lab
	LPO 1994/2000: B4, E2		M.A._AS: TG 5
	LABG 2009		
	G:	HRG: 602	GyGe/BK: 602,701,702
	SP:		

Post-industrialism is characterized by a decreasing importance of the manufacturing industry – a situation that does not only lead to new challenges for the economy and the workplace, but that also requires the creation of new identities of regions and cities, and of their people. The emphasis of this class will be on the Rust Belt, America's largest manufacturing region; its rise, decline and its capacity to re-invent itself. We will be looking at a variety of different texts addressing the post-industrial condition ranging from poetry (e.g. former Poet Laureate Phillip Levine), to photography (such as Bernd and Hilla Becher, Yves Marchand and Romain Meffre) to short stories (e.g. Richard Fellinger's 2012 collection about life in the Rust Belt, *They hover over us*) and novels.

A reader will be made available by the beginning of the semester. Please also purchase Scott Lasser's *Say nice things about Detroit* (to be released July 2012) and Phillip Meyer's *American Rust* (2009).

Part of this class will be co-taught by Meagan Elliott, University of Michigan. The class ends at Christmas, meaning that there will be two Saturday sessions (October 20th and November 24th) in addition to our regular meetings on Thursdays.

This course is especially recommended for students of the Angewandte Studiengänge

154641 Shades of Noir: Crime and Crisis in U.S. Culture (2 HS)			
	Blockseminar: 06.12.2012 von 16:00 – 21:00 07.12.2012 von 14:00 – 20:00 08.12.2012 von 13:00 – 20:30 09.12.2012 von 09:00 – 16:00	R. 0.420 R. 0.406 R. 0.406 R. 0.406	Dunst
Modulzuordnungen:		LEHRAMTSTUDIENGÄNGE: BA LA: 502, 902, 903 MA LA: 1402, 1403 LPO 2003	
		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
		GHR: 5b SP ₁ .Fach: 5b B.A._ALK: Kern 6abc, 7abc Komp 3abc, 4a	
		Gy/Ge: 6c, 6d, 7c, 7d SP ₂ .Fach: 4b B.A._AS: TG 5 Vertiefung	
		BK: 6c, 6d, 7c, 7d M.A._ALK: 1c, 2abc	
		LPO 1994/2000: B4, E2 M.A._AS: TG 5	
		LABG 2009	
		G: HRG: 602 GyGe/BK: 602,701,702 SP:	

The fundamental difference between the classic detective story and the “noir”, Joan Copjec has argued, consists in the fact that social norms and laws are questioned (and then reinstated) in the former and simply non-existent in the latter. Taking Copjec's hypothesis as our starting point, we will analyze the literary and film noir as a symptom of crisis in American culture. Beginning with Dashiell Hammett's *The Maltese Falcon* and Raymond Chandler's *The Big Sleep*, as well as their genre-defining screen adaptations of the 1940s, we will take a closer look at three historical eras: the Great Depression, the 1970s and the first decade of the twenty-first century. Film and television narratives (*Chinatown*, *The Wire*, *The Killer Inside Me*) will be read in conjunction with recent literary examples (*Inherent Vice*, *Blood's A Rover*) as well as theoretical and historical texts.

December, 6	4:00 p.m. – 9:00 p.m.	R.0.420
December, 7	2:00 p.m. – 8:00 p.m.	R.0.406
December, 8	1:00 p.m. – 8:30 p.m.	R.0.406
December, 9	9:00 a.m. – 4:00 p.m.	R.0.406

154642 Ruhrbanität II (2 HS)			
	Blockseminar: 20.10.12, halbtags, 23.10.12 von 18:00 -21:00 14./15.12.12 ganztags 16.01.2013	Fak. Raumplanung (wird noch bekannt gegeben) Museum Ostwall	Grünzweig, Oldengott, Reicher, Sattler
Modulzuordnungen:		LEHRAMTSTUDIENGÄNGE: BA LA: - MA LA: - LPO 2003	
		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
		GHR: - SP ₁ .Fach: - B.A._ALK: Kern 6c, 7bc, 8a Komp 3c, 4ab	
		Gy/Ge: - SP ₂ .Fach: - B.A._AS: TG 5 Vertiefung	
		BK: - M.A._ALK: 3ac, lb	
		LPO 1994/2000: M.A._AS: TG 5	
		LABG 2009	
		G: HRG: GyGe/BK: 602,701,702 SP:	

Bedingt durch den langfristigen Strukturwandel, der spezifische Frei-Räume im Ruhrgebiet geschaffen hat, durch die Begründung einer "Bildungslandschaft", die versucht hat, die langfristigen Folgen des Niedergangs von Kohle und Stahl abzufedern, aber auch durch gezielte (Umnutzungs-) Strategien für vormalig industrielle Strukturen im Rahmen der IBA Emscherpark (1989-1999) und der Kulturrhauptstadt RUHR.2010 hat sich die Ruhr-Region in den letzten Jahren kulturell wie räumlich sehr verändert. Damit einhergehend hat die öffentliche und wissenschaftliche Auseinandersetzung mit dem Ruhrgebiet und seinen spezifischen, auch historisch bedingten urbanen Eigenarten, kulturellen, demographischen und ethnischen Strukturen, aber auch die Frage nach der Zukunft dieser Region starke Impulse gewonnen.

Das erste Seminar zur „Ruhrbanität“, das im interdisziplinären Dialog zwischen Raumplanung und Kulturwissenschaften organisiert wurde, fand im Wintersemester 2011/12 statt. Im Zentrum von „Ruhrbanität II“ steht wieder die Emscher bzw. das Emschertal.

Die einführenden Veranstaltungen findet am Samstag, 20.10. und am Dienstag, 23.10., von 18-21 Uhr statt. Danach erfolgt Arbeit in interdisziplinären Gruppen; die Präsentationen der Ergebnisse findet am Freitag 14.12. und Samstag, 15.12., statt. Eine öffentliche Abschlussveranstaltung findet am Mittwoch, 16.1.2013 im Museum Ostwall statt.

Anmeldungen müssen direkt bei Julia.Sattler@udo.edu erfolgen.

Die Veranstaltung ist für Studierende der „Angewandten“ Studiengänge besonders empfohlen.

154643	NY-LON: Who you're gonna call... (2 HS)		
	Blockseminar 13.10.2012; 27.10.2012; 03.11.2012; 08.12.2012; 19.01.2013; jeweils von 10:00 – 16:00	R. 3.208	Laemmerhirt / Lenz
Modulzu- ordnungen:	LEHРАMTSTUDIENGÄNGE: BA LA: 803, 903 MA LA: LPO 2003		
	Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften		
	GHR:	SP₁.Fach:	B.A. _{ALK} : Kern 6c, 7bc, 8ab Komp 3c, 4abc
	Gy/Ge:	SP₂.Fach:	B.A. _{AS} : TG 5 Vertiefung
	BK:		M.A. _{ALK} : 1c, 2abc, lab
	LPO 1994/2000: E1, E2		
	LABG 2009		
	G:	HRG:	GyGe/BK: 701,702
			SP:

In our modern times one would have thought that we do not need others to take care of us anymore. But the recent boom in superhero movies has taught us that we are indeed wrong. However, Batman is broken, Captain America is disoriented and Kick-Ass does not even have powers... To misquote *The Dark Knight*: Every society gets the hero it deserves. So what does it tell us about ourselves and our past, present and future heroes and heroines? And what exactly is a hero/ine and how does s/he become one?

This Blockseminar is designed to give you an outlook on what it means to work scientifically. On five Saturdays, you will learn creative and academic writing which will culminate in a small conference at which you will present your papers – via the up-and-coming form of a Science Slam. As this course is taking place only on weekends, students are expected to do their own research and writings and present their findings/output to the group.

Meeting on the weekends, you will be tutored not only by the lecturers but also by your fellow students and thus it requires active participation as well as the incentive to work autonomously. As this is a project seminar, we can take only 15 participants in the "2. Studienphase". Students who would like to participate should apply via email to: christian.lenz@tu-dortmund.de by September, 25th.

Participants are expected to purchase and read Alan Moore et al. *The League of Extraordinary Gentlemen, Vol 1* (ISBN: 978-1563898587).

Dates for Blockseminar:

13.10.; 27.10.; 03.11.; 08.12.; 19.01.13 (Saturdays)

154644	Oberseminar (2 OS)		
	Mi 12.30 – 14:00	R. 0.406	Grünzweig, Gunzenhäuser
Modulzu- ordnungen:	LEHРАMTSTUDIENGÄNGE: BA LA: MA LA: LPO 2003		
	Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften		
	GHR:	SP₁.Fach:	B.A. _{ALK} :
	Gy/Ge:	SP₂.Fach:	B.A. _{AS} :
	BK:		M.A. _{ALK} :
	LPO 1994/2000:		
	LABG 2009		
	G:	HRG:	GyGe/BK:
			SP:

Research seminar restricted to doctoral students, post-docs in American Studies, as well as visiting researchers.

MASTERSTUDIENGÄNGE LEHРАМТ

154628	Women's Literature; Women in Literature in the Nineteenth-Century United States (2 HS)		
	Do 14:15 – 15:45	R. 0.406	Blalock
Modulzu- ordnungen:	LEHРАМТSTUDIENGÄNGE: BA LA: MA LA: 1401, 1403 LPO 2003		
	Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften		
	GHR: 5b	SP₁.Fach: 5b	B.A._ALK: Kern 6abc, 7a Komp 3abc
	Gy/Ge: 6c, 6d	SP₂.Fach: 4b	B.A._AS: TG 5 Vertiefung
	BK: 6c,6d		M.A._ALK: 1abc
	LPO 1994/2000: B4, E2		
	LABG 2009		
	G:	HRG: 602	GyGe/BK: 602, 701, 702
			SP:

This course focuses primarily on literature written and read by American women of the nineteenth-century, as well as a few works that center on female characters by well-known male authors. In this course, we will examine several genres and traditions of women's writing, including nineteenth-century detective fiction, sensation fiction, sentimental fiction, the slave narrative, and poetry. We will pay particular attention to how women writers and central female characters adhere to, complicate, question, and reinvent traditional gender roles, as well as their own place as writers in the nineteenth-century U.S. We will discuss issues such as gender expectations for women and men, marriage and/or the refusal to marry, abolition and activism, slavery and womanhood, female sexuality and its expression—including same-sex affection and female friendships—in addition to representations of motherhood and the relationship between mother and child. We will also investigate the historical, cultural, political, and geographical milieus in which each text was produced, and, when possible, we will study the publication history of the texts we read. In doing so, we will attempt to understand what kinds of literature women were reading and writing, the relationship between female writers and popular fiction genres, and how intersections of race, class, and gender impacted the lives and the literature of women in the nineteenth-century United States.

Course Readings may include, but are not limited to:

Metta Fuller Victor, *The Dead Letter*
 Selected Stories by Zitkala-Sa
 Selected Stories and Poems by Edgar Allan Poe
 From Harriet Jacobs, *Incidents in the Life of a Slave Girl*
 From *Plays by Early American Women*
 Louisa May Alcott, *Behind a Mask, or a Woman's Power*
 Walt Whitman, "Children of Adam" and "To a Common Prostitute" (Poems)
 Selected Poems of Emily Dickinson
 Charlotte Perkins Gilman, "The Yellow Wallpaper"
 From Sarah Orne Jewett, *The Country of Pointed Firs*
 Kate Chopin, "Desiree's Baby"

Stephanie Blalock is guest lecturer from the University of Iowa.

154629	American Drama from the 19th until the 21st Century (2 HS)		
	Mo 14:15 – 15:45 and film screening Mo 16:00 – 18:00	R. 0.420	Gunzenhäuser
Modulzu- ordnungen:	LEHРАМТSTUDIENGÄNGE: BA LA: MA LA: 1401, 1402, 1403 LPO 2003		
	Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften		
	GHR: 5b	SP₁.Fach: 5b	B.A._ALK: Kern 6abc, 7abc, 8a Komp 3abc, 4a
	Gy/Ge: 6c, 6d, 7c, 7d	SP₂.Fach: 4b	B.A._AS: TG 5 Vertiefung
	BK: 6c, 6d, 7c, 7d		M.A._ALK: 1abc, 2bc, 1b
	LPO 1994/2000: B4, E2		
	LABG 2009		
	G:	HRG: 602	GyGe/BK: 602, 701, 702
			SP:

In this course we will read plays from the 19th century until today and situate them within the history of American drama. Particular emphasis will be given to different performative traditions, from the time of the 19th-century theater wars to the early 20th-century Modernist Avantgardes and across African American traditions. Filmic examples will be watched after the class session.

154630	Philip K. Dick and the Science-Fiction Genre (2 HS)			
	Do 10:15 – 11:45 and film screening Mo 16:00 – 18:00		R. 0.420	Gunzenhäuser
Modulzu-ordnungen:	LEHРАMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	BA LA: MA LA: 1402, 1403			
	LPO 2003			
	GHR: 5b	SP ₁ .Fach: 5b		
	Gy/Ge: 7c, 7d	SP ₂ .Fach: 4b		
	BK: 7c, 7d			
	LPO 1994/2000: B4, E2			
	LAGB 2009			
	G:	HRG: 602	GyGe/BK: 602, 701, 702	SP: 701, 702

This project seminar deals with Philip K. Dick, one of the best known American science-fiction writers ever. Not only are his novels and short stories read throughout the world; many feature films are based on his print texts, such as *Blade Runner* (1982), *Total Recall* (1990), *Minority Report* (2002), or *A Scanner Darkly* (2006). His presence helped shape the Western sf scene after World War II.

Requirements: We will spend the first half of this seminar reading print texts by Dick and other science-fiction writers as well as watching movies influenced by Philip K. Dick's texts (film screening on Monday at 4 p.m.). Additionally, all members of the seminar will be given the chance to participate in a Philip K. Dick conference hosted by our institute between Thursday, 15 November, and Sunday, 18 November 2012. You will not only attend lectures, but also be actively involved in the organization of the event, meet the speakers, and do your own research project related to the conference.

You have to attend an introductory session on ...

154632	Theories in Cultural and Media Studies (2 HS)			
	Di 18:00 – 19:30 and film screening Mo 16:00 – 18:00		R. 0.420	Gunzenhäuser
Modulzu-ordnungen:	LEHРАMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	BA LA: MA LA: 1402, 1403			
	LPO 2003			
	GHR: 5b	SP ₁ .Fach: 5b		
	Gy/Ge: 6c, 6d, 7c, 7d	SP ₂ .Fach: 4b		
	BK: 6c, 6d, 7c, 7d			
	LPO 1994/2000: B4, E2			
	LAGB 2009			
	G:	HRG: 602	GyGe/BK: 602, 701, 702	SP: 701, 702

Theories abound in Cultural and Media Studies. We will get to know important Modernist and Poststructuralist theories as well as approaches to close reading and textual analysis; Post-Marxist and Postcolonial thought and Gender Studies will be introduced. We will also discuss different media systems, theories of remediation (Bolter and Grusin) and convergence culture (Henry Jenkins).

This is a project seminar. The theory will be made use of in an individual project. Every student will analyze a text and contribute to an extensive group presentation. You will design your own project which will be introduced, discussed, and developed cooperatively, with the whole seminar group.

This course is especially recommended for students of the Angewandte Studiengänge

154634	Making Progress? Narratives of Change and Innovation in 20th and 21st Century American Literature - Group B (2 HS)			
	Mi 10:15 – 11:45		R. 0.420	Erdogdu
Modulzu-ordnungen:	LEHРАMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	BA LA: MA LA: 1402, 1403			
	LPO 2003			
	GHR: 5b	SP ₁ .Fach: 5b		
	Gy/Ge: 6c, 6d, 7c, 7d	SP ₂ .Fach: 4b		
	BK: 6c, 6d, 7c, 7d			
	LPO 1994/2000: B4, E2			
	LAGB 2009			
	G:	HRG: 602	GyGe/BK: 602, 701, 702	SP: 701, 702

In this class, we will study the role of progress, change, and innovation in American literature. We will begin by looking closely at the notion of progress itself and its history in the U.S. context. Some of the central questions we will ask are: How can progress be defined, who gets to define it and what purposes do progress narratives serve? Do change and innovation necessarily mean progress?

We will tackle these and other questions by examining the role they played at different moments in American history. In doing so, we will explore specific examples from a variety of contexts, including such diverse approaches to concepts of progress as Charlotte Perkins Gilman's feminist short story "The Yellow

"Wallpaper", naturalist fiction by Upton Sinclair, William Faulkner's narratives about the South, Ken Kesey's *One Flew Over the Cuckoo's Nest*, dystopian fiction by Ray Bradbury, science fiction narratives by Philip K. Dick, and contemporary fiction by Toni Morrison. At the end of the semester we will venture out from literature and consider other progress narratives such as the role of "change" in Barack Obama's 2008 presidential campaign.

154636	Worlds of Wonder, Days of Judgment – Colonial America (2 HS)			
	Mi 14:15 – 15:45	R. 0.406	Laemmerhirt	
Modulzu-ordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	BA LA: 502, 901, 903			
	MA LA: 1401, 1403			
	LPO 2003			
	GHR: 5b	SP ₁ .Fach.: 5b		
	Gy/Ge: 6c, 6d	SP ₂ .Fach.: 4b		
	BK: 6c, 6d			
	LPO 1994/2000: B4, E2			
	LABG 2009			
	G:	HRG: 602	GyGe/BK: 602, 701, 702	
			SP:	

The Colonial experience in America seems to us a part of the distant past, with little or no relation to our daily lives in the 21st century. However, when closely investigating the literature and culture of this time, it becomes obvious that many ideas, forms, and practices which evolved in the two centuries before the American Revolution became deeply imbedded in the American national psyche.

The course will investigate the social, cultural, religious, and literal traditions of early America and discuss how early Americans struggled to survive on the new continent. With a special focus on the Puritans, we will further elaborate how this religious group left England because of religious persecution and how they imposed their own version of religious persecution in America on those who did not follow their own church's teaching, culminating in the Salem Witchcraft Trials. Furthermore, we will widen the topic by analyzing contemporary representations of Colonial America.

Course requirements: Regular attendance, active participation, and the punctual fulfillment of written assignments.

A reader will be made available at the beginning of the course.

154639	Carl Djerassi: Science-in-Theatre (2 HS)			
	Fr 12:15 – 13:45	R. 0.406	Grünzweig	
Modulzu-ordnungen:	LEHRAMTSTUDIENGÄNGE:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften	
	BA LA:			
	MA LA: 1402, 1403			
	LPO 2003			
	GHR: 5b	SP ₁ .Fach.: 5b		
	Gy/Ge: 6c, 6d, 7c, 7d	SP ₂ .Fach.: 4b		
	BK: 6c, 6d, 7c, 7d			
	LPO 1994/2000: B4, E2			
	LABG 2009			
	G:	HRG: 602	GyGe/BK: 602, 701, 702	
			SP:	

In 2009 Carl Djerassi, the chemist to whom we owe the birth control pill, received an honorary doctorate from the Fakultät Kulturwissenschaften at TU Dortmund University for his literary achievements in prose, poetry and theatre. Whereas previous seminars in Dortmund have highlighted Djerassi's novels, this seminar will focus on Djerassi's plays including *Calculus*, *Ego*, *Phallacy*, *Taboos*, *Four Jews on Parnassus*, *Foreplay*, and *Insufficiency*. We will also look at Djerassi's volume of poetry entitled *A Diary of Pique* published in 2012. In addition to regular class seminars, participants will have to be available for additional meetings with Carl Djerassi on Monday, 3 December and Tuesday, 4 December, afternoons and evenings. The seminar will conclude at Christmas.

This course is especially recommended for students of the Angewandte Studiengänge

154645	"If you want to be free, be free": The 1970s in U.S. music, literature, film, arts, fashion and politics (2 HS)		
	Do 14:15 – 15:45	R. 0.420	Pfeiler
Modulzu-ordnungen:	LEHRAMTSTUDIENGÄNGE: BA LA: MA LA: 1402, 1403 LPO 2003		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	GHR: 5b	SP ₁ .Fach: 5b	B.A._ALK: Kern 6abc, 7bc, 8a Komp 3abc, 4ab
	Gy/Ge: 6c, 6d, 7c, 7d	SP ₂ .Fach: 4b	B.A._AS: TG 5 Vertiefung
	BK: 6c, 6d, 7c, 7d		M.A._ALK: 1ab, 2bc, 3c, 1b
	LPO 1994/2000: B4, E2		M.A._AS: TG 5
	LABG 2009		
	G:	HRG: 602	GyGe/BK: 602, 701, 702
			SP:

From the Black Panthers' understanding of freedom as: "We'll kill anyone who stands in the way of our freedom" (Dhoruba) to Blue Mink's "Good Morning Freedom" and Cat Steven's highly optimistic "If you want to be free, be free", the 1970s are a remarkable decade of diverse expressions of what 'freedom' means to individuals and certain groups in the United States. Fuelled by cultural catalysts such as the First Gay Pride held in 1970, student protests against the Vietnam War, the Civil Rights Movement, the first birth control centers and the first marital rape act during the 2nd Wave of Feminism, this seminar aims at critically looking at medial representations and constructions of the idea of freedom in sources *from* and *about* this fascinating era. After a couple of introductory sessions dealing with the 1970s in U.S. music, literature, film, arts, fashion and politics, students will be free to choose their own examples. In this project-based course we will analyze and discuss works with regard to what freedom means to whom, whether freedom has been achieved or not, how it has been achieved—in addition to focusing on the medial idiosyncrasies of works from this decade. A reader will be available in the first week of the semester.

PROMOTIONSSTUDIENGANG

154646	Global Cities in Theory and Literary Representations (2 HS)		
	Mo 18:00 – 20:00	R. GB 6/137 RUB /Bochum	Freitag
Modulzu-ordnungen:	LEHRAMTSTUDIENGÄNGE: BA LA: MA LA:		Angewandte Sprachwissenschaften/ Angewandte Literatur- /Kulturwissenschaften
	LPO 2003		
	GHR:	SP ₁ .Fach:	B.A._ALK:
	Gy/Ge:	SP ₂ .Fach:	B.A._AS:
	BK:		M.A._ALK:
	LPO 1994/2000:		M.A._AS:
	LABG 2009		
	G:	HRG:	GyGe/BK:
			SP:

Urban Studies used to be the field of sociologists, political scientists, architects, and urban developers, but already with Henri Lefebvre's 1974 *La production de l'espace* (engl. 1991 *The Production of Space*) Urban Studies crossed over into Cultural Studies. Starting from key texts like Lefebvre's, the course aims at introducing students to the field(s) and aims of Urban and Metropolitan Studies. In particular, we will investigate ways of using the insights to analyze literary texts.

Texts:

Walt Whitman "Crossing Brooklyn Ferry"

John Dos Passos *Manhattan Transfer*

Meena Alexander *Manhattan Music*

A reader with substantial secondary material will be supplied.

LN: attendance, active participation, oral presentation, written assignments, 10-15-page paper